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Official and Non-Official Subjugation of Teachers.

There has just come from the press of B. J. Teubner, at Leipsic, a remarkable little book on common schools and the preparation of teachers in the United States. The author is Dr. Franz Kuypers, of Cologne, who, as member of a German educational commission, spent seven weeks in this country, visiting schools and gathering material. He is an expert of an unusually comprehensive professional training, quick to discern essentials in school administration, methods of teaching and conditions under which work is carried on. With this he combines a rare openness of mind and keen sympathy with teachers generally. His interest in the things observed in our country did not cease with his return to Germany, but he continued his investigations by correspondence and extensive reading. His book gives evidence of a wide and profound comprehension of the objects which our schools have set themselves, and the means employed to attain them. Show work and the arts by which visitors to our schools are made to see things that are not there, have not deceived him, tho great reputations artificially acquired or derived from a lucky combination of circumstances may have somewhat influenced the course of his investigations. On the whole, the book represents the best and most thoughtful criticism of our common elementary schools and the training of our teachers, that has yet appeared.

A most striking feature of Dr. Kuypers' book is the frankness with which he speaks of our teachers and their social and professional status. He calls attention at the outset to the fact that in the United States the office of teaching invests the holder with no particular authority. Teachers are appointed, usually, for one year and are more or less dependent upon the unstable favor of the majority on the local board, which owes its predominance, as a rule, to its partisan cohesion. The teacher's position is kept uncertain further by the personal relationships to the principal, special supervisors, and the superintendent. The feeling of the parents also must be considered. The position, in short, is a pretty precarious one. Dr. Kuypers might well have added that in no other position does real merit count for so little, and afford so little assurance of continued tenure.

The degree to which we in this country permit all sorts of people to harass the teachers and interfere with the proper performance of their duties, is a sad commentary on the prevailing misconceptions of democracy. Dr. Kuypers relates an experience of his in Chicago which illustrates the point. A thirteen-year-old negro boy entered the office of the principal and accused him of prejudice against the colored race, because of some new regulation. The boy occupied a chair in a careless and stubborn fashion, while the principal stood before him and tried to explain very fully the reasons for the regulation. In the afternoon the boy returned with

his father, and the time-consuming arbitration talk was resumed. There are schools in which the principal's time and strength is completely absorbed by attention to such matters: his position is reduced to that of a general complaint clerk. Not infrequently principals encourage pupils to bring their complaints of teachers to them, and there are superintendents of similar caliber, who are ever ready to hear charges against the principals, from either parents, pupils, or the subordinate teachers. This is done for the "discipline" of the department. No wonder some educational people look so small.

We talk much about the freedom of the teacher. It is a pretty subject to talk about. It permits us to get away from the sordid realities of life and let our disenfranchised souls soar to the empyrean. The teacher must be free. No slaves can train up free men. All these echoes from educational conventions are wonderfully familiar to the most of us. And yet Dr. Kuypers does not tell half the story when he says that "the class teachers are, far more than with us, kept under the pedagogical direction of the principal." He might have declared with equal justice that the class teachers generally are dependent upon the favor of their official superiors for continuance in office.

Even where legal protection is assured there are still many opportunities for keeping the teacher humble. In New York City a teacher's position appears to be reasonably secure, and yet many instances might be cited to show how personal spite, whether momentary or prolonged, may make the teacher's life one of the hunted. For example, a teacher who is an exceptionally fine disciplinarian objects to further additions of unruly members to her class from the rooms of less skilful disciplinarians. The principal is irritated by the infelicitous choice of words in which her protest is couched. He takes his revenge by giving her a mark that will deprive her of work in the night schools. After applying "influence" she is assured that such a thing will not happen again, but that for the time being nothing can be done to change the recorded criticism from the principal.

Another example—a school commissioner harbors a personal grudge against a principal. Heaven and earth are moved to have the offensive person removed. Assistant superintendents and supervisors are instructed to report on conditions in his school, the silent understanding being that there is something wrong, which must be found. The principal is constantly kept on the rack by official watchers on the lookout for a violation of the rules or something whereby they may get hold of him. Where is the freedom of the teacher? Where the dignity of the office? Yet those who make the lives of the hunted miserable may speak beautifully upon these idealistic topics.

What about the overlord, the superintendent himself? Chicago can furnish a moving-picture

any day that will make the life of an active Russian patriot look tame in comparison. The city never had a more competent, judicious, approachable, upright, and courageous man as superintendent than Mr. Cooley. This is saying considerable, for the city has had some splendid men at the helm. Yet almost from the start a bitter fight has been waged to have Mr. Cooley removed from office. His strength, which should be doubled by the hearty support and cheerful co-operation of the citizens, is sapped by constant assaults for which there is not the slightest rational excuse. His time, which should be kept free to be devoted to the interests of the city's children, is frittered away by official inquisitions and niggings. That Superintendent Maxwell's position is far more secure, and he personally less subjected to similar disheartening annoyances and humiliations is due not so much to the prevalence of a better public spirit among the people of New York City as to the intricacies of a bureaucratic system which render attacks upon the superintendent less promising of eventual success. Furthermore, there is a tacit agreement among the majority of the school commissioners that Mr. Maxwell must be supported. New York is capable of being quite as nasty as Chicago; as was shown a few short years since, when the majority on the Board was still unregenerate. Educators are not bedded on roses.

A suggestion of the methods which school authorities have devised to keep teachers humble, may be gathered from the extracts Dr. Kuypers has made from a number of school reports. The duties of principals and special supervisors are minutely described, to make sure that these people are constantly looking after the class teachers. Numerous reports are demanded. Some authorities even prescribe that these must be prepared outside of school hours. How much independence there is left to the class teacher under such regulations can readily be imagined. Chicago, St. Louis, and New York are particularly strict in prescriptions concerning the supervision of teachers. In most places a teacher can be transferred or even removed from office at the pleasure of the superintendent. Tardiness in arriving at the school building, whether from avoidable or unavoidable causes, is followed by docking of pay, as in the case of factory hands. Absence due to sickness is punished by loss of pay. Powerful personal backing may secure the teacher immunity from many penalties which the less favored individuals must suffer. The fact that the teacher owes his position entirely to local authority suggests that personal considerations are supreme. The impersonal justice of appeal to State authority is much to be desired.

School superintendents, too, are not permitted to feel secure in their positions. In many places the pay of a superintendent can be withheld for various reasons; for instance, if the annual report has not been made out and transmitted promptly. As regards the making out of reports generally Dr. Kuypers says there is far more of this in America than in Germany—Germany which is ordinarily believed to be the citadel of bureaucracy. He cites Chicago, but he might have made out fully as strong a case with the example of New York City. In Chicago, he writes, the principals must submit, besides the annual report, exhaustive monthly reports concerning the school and the teachers. The class teacher is required to keep a daily progress book, and must also on the last Friday of each month, "before leaving the school building," submit to the principal an accurate monthly report upon the basis of the diary. The diary must be accessible to the principal, so that he may control the daily entry and verify the statements contained in the monthly report.

It is further prescribed that all written reports and official communications must be prepared outside of school hours. In addition to this, the teachers of the four higher grades enjoy the privilege of issuing carefully prepared reports to the individual pupils.

Fortunately the humiliations to which teachers are subjected by bureaucratic regulations are being brought forward into daylight where reasonable citizens can see them and relegate them to the museums which take care of the Iron Maiden, the wheel, and the thumbscrew. The teachers owe thanks to Dr. Kuypers for calling attention to these wrongs in his otherwise very appreciative book on American common schools. We may well learn some lessons in freedom from Germany.

Commencement Clothes.

In an editorial comment in *THE SCHOOL JOURNAL* last week, reference was made to the position taken by Dr. James M. Green, principal of the New Jersey State Normal School. Here is his statement in full:

"I do not think it is in good form for institutions of learning below the rank of college to adopt the cap and gown, for the reason that they have been recognized from the earliest academic times as the regalia of the degrees. This recognition has gone to the extent of making them either in shape or lining to conform to the various degrees, such as that of Master of Arts, Doctor of Laws, etc.

"It is only very recently that they have been recognized even as appropriate for an undergraduate in college.

"The cap and gown was not usually worn in America until recently—that is, within the last quarter of a century. There has now been adopted a sort of uniform system so that the different parts of the regalia shall designate not only the degree, but the college or university granting it.

"For the high schools to take the regalia of the college is very much the same as it is for children to clothe themselves in the apparel of grown-ups. It robs the future form of some of its pleasure and attractiveness, and destroys the charm of tradition and dignity.

"There are other reasons why the cap and gown should not be chosen for the high school; one is the expense. While it is not necessary that we should be parsimonious at our commencements, it is very desirable that we be as economical as we can reasonably be. The cap and gown—made of at all respectable material—costs about twelve dollars. The ordinary commencement dress made of Persian lawn, or India linen, or dotted Swiss, costs from three dollars and fifty cents to five dollars for the material. The making is of course extra—often done by the pupil or some friend of hers. While the cap and gown can only be worn on one occasion, this commencement dress can be worn until it is gone. One person said to me that she had worn her commencement dress on special occasions for several years after her graduation.

"Furthermore, the cap and gown do not look well on a young lady unless the gown is worn over a white dress, which dress would in itself be sufficient without the gown.

"It is very desirable that our commencements be kept simple and wholesome in the matter of dress. Young ladies who have more than the usual amount of wealth are always considerate and will dress in some of the simple whites out of respect for the general class form. For the boys, the ordinary dark suit, which of course is worn afterwards until it is thoroughly worn out, is in excellent form."

Where Dr. Green is wrong is in his assumption that cap and gown must necessarily cost more than the customary high or normal school commencement dress. Let the institution own the caps and gowns, and the difficulty is solved. This plan is followed by quite a number of schools. It is a sensible plan. It meets the issue. It is democratic. It is worthy of general adoption.

Public Opinion Concerning Education

As Reflected in the Newspapers

Need of Reforms in Our Schools.

[Lynn (Mass.) News.]

Nobody wants to go back to the methods of a quarter of a century ago. There is no question that there has been great improvement in the educational system, but slowly and surely the capacity of the average pupil has been overreached. He may be able to go thru with a respectable standing, but the solidity of his education, in the majority of cases, will not stand a severe test. None appreciate the rapid-fire, hurry-up-to-the-next-lesson methods that are now in vogue, more than most of the teachers in the public schools. Teachers have not the time to teach nor pupils to learn. In consequence there is more home work than pupils ought to have, and the health of the child is jeopardized.

These conditions have been made plain to the *News* thru the work of pupils of the high schools in English composition. Spelling and construction are both far below what they should be, and it is rarely that a well written communication from a high school pupil is received at the office of the *News*.

More attention ought to be given to this line of work in the public schools, and in order to do so something must be sacrificed. It is up to the school boards and superintendents of the cities and towns of the State to investigate conditions and apply the pruning process. The younger element among the school teachers contain instances of an entire lack of proper assimilation of what they were taught in this direction, and in consequence they are of course utterly unable to properly convey to the pupil that which is not clear in their own minds. The same methods were applied to them as they are applying to the pupils of to-day.

The *New York Sun*, in commenting upon conditions among the New York City schools, has the following to say:

"Why do the public school children of New York speak and write such wretched English? Since January 1 the teachers employed by the city have been answering this question, unconsciously, but none the less completely, in the letters they have been sending to the newspapers. These communications have revealed the fact that many of the instructors in the employ of the department of education are themselves grossly ignorant of the first principles of composition and careless in their use of words.

"Of the several hundreds of letters from teachers received by the *Sun*, very many have been unfit for publication without being practically rewritten. In some cases it has been actually impossible to find out what the writers were trying to say. Whole pages of manuscript have been absolutely meaningless. Dozens, if not scores, of teachers have sent to this paper communications which a properly instructed child of ten would blush to own. The letters of this description have been so numerous as to make us wonder if the majority of teachers, men and women, regard the accepted rules of capitalization and punctuation and grammatical construction as oppressive, to be resisted at any cost.

"From such instructors a child cannot learn the English language. Undoubtedly the carelessness and ignorance displayed in these letters is shown by their authors in conversation in the class-rooms and outside. How can the pupils acquire anything else than bad forms of English? If their parents

try to teach them, the effect of correct precept must be neutralized by the example of the teacher, whose authority in these subjects is not likely to be disputed. What wonder, then, that many of the youngsters make a sad mess of their native or adopted tongue?"

Eyeglasses and Socialism.

[New Orleans States.]

One Mr. Mack, of New York, chairman of the committee on education of the City Club, seems to be a reasoner of the jackassical type. He opposes the proposal to furnish the children of the public schools with free eyeglasses, on the ground that to do so would encourage socialism, yet he seems to be ignorant of the fact that the free school itself is essentially socialistic. If Mr. Mack's reasoning is correct, he should oppose free books in the public schools for the same reason that he opposes free eyeglasses, but he does not, therefore his opposition to free eyeglasses does not appear to be quite rational when the fact is considered that unless some thousands of children in New York are provided in some way with eyeglasses, they cannot be efficiently instructed.

New York expends about \$20,000,000 on the general work of its public schools, and if it should adopt measures to protect the vision of the pupils and better enable them to prosecute their studies, it seems to us there is no good reason for accusing the municipal government of plunging into socialism. However, Mr. Mack contends that the free school system has been established to furnish education, and has not been established to furnish such things as clothing and eyeglasses. But if the eyeglass is necessary to the efficiency of the system, as the city's health department declares, the only question is whether the duty of furnishing the eyeglass shall be assumed by the city, or by the parents of the children afflicted with weak eyes, who, in large numbers, cannot be depended upon to attend to it.

Another of the fears expressed by Mr. Mack is quite groundless. He fears that if the city gave glasses to some pupils while others provided their own, there would be an undemocratic line of distinction drawn between the wealthy and the poor. Inasmuch as Mr. Mack himself proposes to have the children whose parents cannot afford to buy glasses supplied by certain charitable societies, it is obvious that the line of distinction would be no less sharply drawn in this event than if the city took the work in hand. It is not easy to believe that any child would feel more humiliated by having to wear glasses of a kind furnished free to every pupil needing them than it would if forced to go to some charitable society for the necessary relief.

If the eyeglass were a badge of socialism, there might be valid objections to the city furnishing them to the public schools, and thus encouraging the growth and spread of that political doctrine; but the truth is the objections being made to the eyeglass are of the kind that were made to free books, and, earlier still, to the free school. Had the predecessors of Mr. Mack, who is alarmed lest the eyeglass should encourage socialism, had their way, it is safe to say that the free school system, which is clearly socialistic, would have remained unborn.

Pension for Teachers.

[Milwaukee Free Press.]

It is a good idea, if the form of it is right. Provision for teachers after they have passed the age when they are able to take care of themselves by performing their accustomed work, or have lost their health in the service of the schools, is a good thing. There ought to be such provision.

But the bill now before the Legislature does not provide for the support of the pension fund as it should. It is not a pension in the true sense, but a participation in the fund of a sort of mutual benefit association, the fund having been contributed by the members.

It is proposed that this "pension" for teachers shall be made payable to such as have served twenty-five years, participation to begin twenty-five years after the fund is established. And for the creation of a fund it is proposed that all teachers who are to participate in its distribution shall contribute (that all shall contribute, in fact), twenty dollars a year for twenty-five years; at the end of which time they are to be entitled to a "pension," the amount of which is to be fixed by the trustees of the fund. One provision of the measure is that after a teacher has been on the force four years he—or she—is a a fixture, and can not be removed; and that is a bad feature. Another is that after a teacher has paid to the "pension" fund regularly for four years, if he—or she—retires, he gets his proportion of the fund as a right. This provision is good. There can be no objection on the part of any one to the establishment of such a fund, so long as contributions to it are voluntary, and it may result in a lot of good to people who go into it. They will get what there is in it, and there will be no likelihood of losses or of favoritism in the management and distribution of the fund.

But the proposed measure does not fill the idea of a pension for teachers. The money that is going into the fund is all to be contributed by the teachers, who ought not to contribute any of it. Twenty dollars a year is a good deal for some of the teachers to pay; especially for those who have been at work but a year or two, at which time they ought to "get in" on the pension scheme if they are ever going to do it. During the first years the pay of the women teachers is small, and two dollars a month is a tax that will be felt.

What ought to be done is to establish a pension fund sufficient to take care of teachers who have lost their health, or have become disqualified by reason of age, to go on with their work; and this ought to be done by the city. There are avenues enough thru which the funds might be got. The license for retail liquor merchants, otherwise known as saloon keepers, might be increased from the present moderate figure by \$100 a year, yielding a beautiful fund for pension purposes.

A tax might be put upon all franchises of, say, five dollars apiece, mattering not the character of the franchise, whether it runs to a street-railway corporation, or to a retail drug store, incorporated. That would yield a pretty sum, and it is a tax that might reasonably and justly be exacted; for the franchise, aside from the fee required when it is granted, pays no tax at all. It is a gift from the State, conferring special advantages, not against anybody in particular, but in favor of the corporation to which it is given; and to keep them from forgetting that they got their franchises from the State, it might be well to assess a small annual reminder against all corporations, and put the money into a fund for pensioning teachers who have worn themselves out in the public service.

But the city ought to do it, in some way, instead

of requiring the teachers to do it out of their small pay. For it is small pay that most of them get; all of them, in fact, except some principals, who get more than they are worth, altho not more than a principal ought to be worth; and an occasional director or head of some frill department who got her position thru a "pull" instead of thru merit.

Fighting Co-Education.

[Baltimore Sun.]

■ Cornell is excited over a proposal of the male undergraduates to exclude "coeds" from participation in ordinary college activities. The girls are charming personally, but they spoil class interests. A permanent segregation of the sexes is demanded by the male students with practical unanimity, not only in class instruction, but in every other sphere. They have organized to snub, isolate, ignore, and bar out the coeds, but this having been ineffectual, they are demanding stronger measures. The girls, it is alleged, lack the "college spirit." They make politics "rotten," voting "for the most popular man and for the man who did the most fussing, instead of for the man who is best fitted for the place." It is proposed to alter class constitutions so as to bar out coeds from places on committees, from the class book and other publications, from elections, and from every form of coactivity. At a recent banquet of students of the College of Arts and Sciences a professor made an address voicing the general demand for complete separation. "It is to be effected in a gentlemanly way," but effected it must be. The situation is due, perhaps, to the fact that the girls have a civilization and interests of their own and do not share in those of the boys. Their sports, views, and habits differ so that they have little in common. Enforced association under these circumstances is irksome. It is promised in regard to co-education that it will "refine" the boys, but college boys want their fling and don't wish to be refined. They prefer congenial savagery.

Study of Practical Arts for Girls.

[Springfield (Mass.) News.]

Boston has taken a most important and commendable step in voting to establish a high school of practical arts for girls to offset the School of Commerce for boys founded a year ago. The new school, which will be opened next fall, is intended to teach girls to be good home-makers and also to fit them to earn their livelihood if necessary. In arguing for the establishment of the school, Assistant Superintendent Rafter declared that the regular high school course has been too scholastic, and while he does not believe in a strictly industrial school for girls, he does believe that the one planned will be of real value.

According to the present outline one course will embrace academic instruction and the other practical arts of manual training. The art instruction is intended to raise the standard of the purchasing public, teach good taste in house-furnishing, decoration, etc. One department will be devoted to fitting girls in the best manner possible for house-keeping, and another will teach hand-sewing, millinery, etc.

It is encouraging to note that in teaching the girls the practical arts, the new school will not neglect academic instruction. Academic education is important as well as the other. So many girls are required to earn their livelihood in these days that the new institution in Boston will be a real aid to them.

The World We Live In.

A weekly department of significant general news notes, conducted by C. S. Griffin, editor of *Our Times*, a model weekly newspaper which is used by many schools for the study of weekly events.

Mr. J. Linn Rodgers, the United States Consul at Shanghai, gave a banquet on May 16 to a number of Chinese officials. The Chinese speakers declared that the Chinese famine relief had healed all breaches between China and the United States and built up a lasting friendship between the two countries.

Emperor William recently conferred the Crown Order of the Second Class upon Prof. Francis Greenwood Peabody, of Harvard, and Prof. John W. Burgess, of Columbia. The honor was given in recognition of their work as lecturers at the University of Berlin.

May 20 was the fifth anniversary of the establishment of the Cuban Republic. Flags were displayed. Business was suspended. There was little other recognition of the day.

A team of six draught horses belonging to Armour & Co., of Chicago, have attracted much attention among English horsemen since their arrival in England. They were lately exhibited at the annual Cart-Horse Show held in Regent's Park. They are larger than the English horses.

Stromboli and Mt. Etna continue active. The people of the Lipari Islands are living in a state of terror. The Government has sent Professor Platania to study the condition of Stromboli, and to suggest measures to lessen the danger to the people.

The Pope has issued an order entrusting the entire revision of the Vulgate, the Latin version of the Scriptures, to the Benedictine Order of Monks.

A valuable painting by Albrecht Dürer has disappeared from Fabriano, Italy. It is supposed to have been stolen, or sold abroad. It belonged to the Brotherhood of the Sacrament.

The New York Historical Society has recently bought an interesting picture. It is a painting of a street scene at Wall and Water Streets, New York, in 1797, by Francis Guy, a well-known artist of that day.

Consul-General Alban G. Snyder, of Buenos Ayres, gives the following statistics relative to the entrances and clearances of vessels at Argentine ports in 1906: Rosario, entrances and clearances, 4,656 vessels, of 2,876,780 tons; La Plata, entrances and clearances, 1,383 vessels, of 1,410,000 tons; Bahia, Blanca, and Parana, entrances and clearances, 2,490 vessels, of 1,468,700 tons; total entrances and clearances for the four ports, 8,529 vessels, of 5,755,480 tons. The entrances for Buenos Ayres were 258 sailing vessels, of 269,931 tons, and 1,936 steam vessels, of 4,227,367 tons; total sail and steam, 2,194 vessels, of 4,490,298 tons. In the entrances into Buenos Ayres the British flag covered 2,580,592 tons, the German flag 506,358 tons, the Italian flag 514,393 tons, and the French flag 309,712 tons. The American flag is not mentioned in the returns.

Dinner to General Kuroki.

On May 17 a dinner in honor of General Kuroki was given at the Hotel Astor, New York, by a number of prominent Americans. Admiral Dewey presided.

Distinguished representatives of this country and of Japan made speeches showing the benefits of peace over war. The naval and military guests

were in full uniform. A reception, at which Viscount Aoki, Japanese Ambassador to this country, General Kuroki, Vice-Admiral Ijuin, Admiral and Mrs. Dewey received, preceded the dinner. At the close of the dinner and before toasts, the Japanese anthem was sung, all standing.

General Kuroki Visits Yale.

General Kuroki, our famous Japanese visitor, visited Yale University on May 20. One thousand students gave him old Eli's long-cheer, winding up with Kuroki, Kuroki, Kuroki!

After inspecting the college buildings and driving about New Haven, General Kuroki and his party returned to Woodbridge Hall. Here Dr. Saiki, a Japanese graduate student in the Sheffield Scientific School, made an address of welcome in behalf of the Japanese students of the University.

General Kuroki replied briefly.

Japanese Admiral Gives Reception.

Vice-Admiral Ijuin was "at home" to his American friends on board the flagship *Tsukuba*, on the afternoon of May 18.

More than 1,200 invitations had been issued. Among those invited were city officials, officers from the New York Navy Yard, the officers of all the foreign and American warships now in the Hudson River.

Spanish Prince Baptized.

Prince Alfonso of the Asturias, the heir to the Spanish throne, was baptized in the private chapel of the palace at Madrid on May 18.

The ceremonies were imposing. The chapel had been richly decorated with gold-embroidered tapestries, and the banners and insignia of the various royal orders of Spain. The starting of the procession from the royal apartments in the palace was announced by a royal salute fired by a battery of artillery. The baby prince, in his nurse's arms, was escorted by Cardinal Rinaldini, representing the Pope. The King, members of the royal family, and the royal household followed. Then came representatives of the Foreign Powers, and the Ambassadors and Ministers to the Court of Spain.

When all had reached their places in the chapel the halberdiers formed around the walls, the mace bearers took up their positions at the doors, and four kings at arms stood around the font, the whole forming a brilliant color picture. The ceremony of giving the names to the royal child, Alfonso, Pio, Christino, Eduardo, Francisco, Guillermo, Carlos, Enrique, Eugino, Fernando, Antonio, was short. After the usual prayers the procession returned to the royal apartments, the child being taken back to her majesty.

Ex-Minister Conger Dead.

Edwin H. Conger, Minister to China during the Boxer troubles, died in Pasadena, California, May 18.

At the time when the Foreign Ministers and white population in Peking were resisting the attacks of the Boxers and Imperial troops, Minister Conger's Civil War experience put him to the front.

Minister Conger was born in Knox County, Ill., in 1843. He was graduated from Lombard University. In 1862 he entered the Union army as a private in the 102d Illinois Volunteers.

At the close of the war he was breveted Major for conspicuous gallantry.

After the war he studied law, and then practiced

it for two years at Galesburg, Ill. His diplomatic service began in 1890, when President Harrison appointed him Minister Plenipotentiary to Brazil.

He arrived in China at a time when there was great discontent over the Emperor's reform measures. When the Boxer rebellion broke out, Mr. Conger's representations to our Government caused the prompt sending of fleets of the Powers to the nearest ports and also the starting of a relief column of marines to Peking. Their presence enabled the foreigners in Peking to stand a two months' siege until the army of the allied foreign powers, 19,000 strong, reached the city.

Expenses for China's Military Schools.

Consul-General J. W. Ragsdale, writing from Tien-Tsin, March 11, reports that the Throne has approved the suggestion of the board of finance that the first year's expenses of the new military schools be defrayed from the sums realized by the collection on Government stores, and from the moneys obtained from customs collections at Newchwang and handed over to China by the Japanese, and from those recovered from the Russians. The Government stores collection amounted to 1,500,000 taels, while Japan and Russia handed over 240,000 taels and 360,000 taels, respectively. In future the expenses of the schools will be met from the sums collected on Government stores.

The Adriatic Here.

The massive new White Star Liner *Adriatic* reached New York May 16. She made her maiden run from Liverpool in seven days, one hour, and forty-five minutes.

The *Adriatic* was launched in September, 1906, in the yards of her builders, Harland and Wolff, at Belfast. She is very luxuriously equipped and can comfortably accommodate 3,000 persons.

She is the largest of all British twin-screw steamers.

Arab Revolt.

The Arab tribes of the Euphrates and Tigris Rivers are again in a state of revolt against Turkey. The Turkish forces do not appear able to put down the rebellion.

Hoboes Dine in State.

The hoboes' banquet given by the Brotherhood Welfare Association at the Windsor-Clifton Hotel, Chicago, on May 20, was a great success. Dr. Benjamin Reitman, President of the Association, had searched the city for a representative gathering of hoboes and beggars. About 100 were present. Dr. Reitman has been making experiments in practical sociology disguised as a tramp.

Premiers at Dorchester House.

Ambassador and Mrs. Reid gave a dinner at Dorchester House on May 13, in honor of Sir Wilfrid Laurier, Premier of Canada, and other Colonial premiers. Four hundred other guests were invited for a concert in the evening.

Strike on the Isthmus.

The steam shovel workers on the Panama Canal went on a strike on May 13. They demand \$300 a month, instead of \$210, which they have been receiving.

The striking workmen are said to have chartered a German tramp steamer to take them north.

To Photograph Mars.

The Lowell expedition headed by Professor Todd, the astronomer of Amherst University, sailed on

the Panama Liner *Panama* on May 11. The party will go overland from Colon to Lima, Peru.

From that point begins a rough journey up the mountains. From some summit of the Andes where the air is exceptionally pure and the sky clear, a series of observations of the planet of Mars will be made.

By that time Mars will have reached a point only 35,050,000 miles from the earth. This is the nearest the planet has come in fifteen years. The Martian Canals, and the inhabitants, if any can be discovered, will be photographed with a gigantic camera made by William Gaetner, of Chicago.

Empress Eugenie's Treasures.

By the judgment of a Paris court, the ex-Empress Eugenie has been authorized to take possession of certain articles which are now in various French palaces and museums. They were once the private property of Napoleon III.

In order to secure them, the Empress has given the French Government to understand that she will not press her claim against it [of five million francs. By the judgment of the Seine Tribunal, rendered in 1879, the Government was declared to owe this sum to the Empress as heiress to the third Napoleon's private fortune.

Pythagoras's Tomb Found.

Very interesting discoveries have lately been made in the course of excavations in Italy. A prehistoric village in Sicily has been unearthed. In Magna Graecia, traces were found of the tomb of Pythagoras.

Great Egyptian Dictionary.

Prof. Adolf Erman lately reported the progress made on the Dictionary of Egyptology, before the Berlin Academy of Sciences.

The material gathered during the last nine years is now ready for editing. The object of the new dictionary is to enable students to translate Egyptian texts without being compelled to depend upon guesswork.

Tramp Dies in a Circus Ring.

An old man stepped up to John D'Alma, proprietor of D'Alma's Pony Circus, when it was exhibiting in the Bronx, New York City, and asked for something to eat.

"Let me work to earn it," the old man begged. "I can ride for you if you'll let me. It's been my trade. My name is John Morrissey. Never mind my address, the sawdust ring's been my home for years, and it's good enough now."

D'Alma sent Morrissey to the cook tent, and later to a bunk for the night. The next morning, just before the daily parade, they gave the old man a pony and asked him to show what he could do. His eyes glistened, and with unexpected grace he sprang to the horse's back.

To the surprise of the scores of neighborhood small boys who gathered about the ring, and even of the performers themselves, Morrissey went thru feat after feat. The shabby old man became transfigured on the horse. Several times he laughed aloud as the other performers applauded his riding.

But suddenly Morrissey flung a hand into the air. He struggled an instant as if trying to retain his balance on the back of the running horse, and then he pitched headlong into the ring. Twice he tried to speak, and then fell back. The physician who was summoned to the ring declared that the man had died almost instantly.

Nothing was known about the old circus rider; and his body was carried to the Morgue.

The School Census: A Suggestion.

By DAVID S. SNEDDEN, Columbia University.

There are frequently expressed grave doubts as to whether the school census in the large American city is a profitable investment of money. Common sense tells us that if educational administration is to be at all worth while it is desirable that the city know how many children are to be educated, where they are located, and whether they are receiving an education at the hands of private agencies. But experience often demonstrates that as the school census is now taken we really do not arrive at any workable statement in regard to the above matters. The census is taken by people who are inexpert, and who can get reliable information only on matters of number and location, regarding which parents have no desire to misstate facts. The results of the census are published only after a considerable interval, during which many children have come of age, many have moved, and other conditions have changed. Finally, the census when taken, is not in a form to be actually used by a given school or its attendance department in a profitable way. This criticism applies to most American cities.

It seems to the writer quite probable that the taking and keeping of the school census will have to be put on an entirely different basis before it will successfully meet the real needs of the situation. The following is submitted as a logical solution of the difficulty, tho the writer is not prepared to defend its practicability. But because in its main features it corresponds to many of the modern devices of successful business administration, it ought to receive the credit of an examination.

Each large American city has, as an adjunct to its educational administration, an attendance department. Let us assume that a census of all children in a given school district is once made and its results preserved on cards in the form of a card catalog. Let us assume that once being made, it becomes the duty of the attendance department to keep this census up to date. Naturally a procedure somewhat like the following would be carried out: A week or two after the opening of the public school of a given district, the attendance officer would sort out from the entire number of cards standing for the children of school age in the district during the preceding term, the cards of those children who were now in attendance, and also the cards of those who had passed beyond the compulsory school age. The attendance officer would find in the school a number of children for whom he had no census cards, these representing new arrivals in the district. For these, new cards could readily be prepared in the school itself.

After this preliminary sorting there would remain the cards of all children not attending school. These would consist of the following classes: (a) Children who had removed from the district during the summer; (b) children who were attending private schools; (c) children detained by parents for satisfactory reasons, as illness, and (d) children who were absent from school illegally. A further sorting of the cards could now be made, for purely temporary purposes, on the basis of those who by virtue of their previous record would probably fall into classes (b) and (c). This would leave a residuum of cases which it would be the business of the attendance department to investigate at once. If, owing to the age or sex of the pupil, or previous record, it seemed probable that certain ones were being illegally employed, or were truant, then naturally the first investigation would be of these cases. Or, since each card contains the residence of the pupil for the preceding year, it would be pos-

sible now to classify these cards by city blocks or other restricted areas to facilitate door-to-door investigation. In the course of this investigation the officer would find many cases of removal, and the houses occupied by newcomers. For these newcomers he would then and there make a census. In other cases he would discover illness, chronic or temporary, and here a record of this fact should be made. Other children would be reported at parochial schools, and note be made of that fact, the parent's statement to be later corroborated by information procured from the school itself. And so the work would go, the attendance department going at the matter in a thoroly systematic fashion instead of the muddling or hit-and-miss fashion as is now the rule in most cities as regards compulsory attendance.

There would still be a certain number of newcomers to the district for whom there were no cards in the school. If these sent their children to private school or illegally detained them from school, the attendance department would have no check on them until it had included them in its census. This assumes that the department would, in due season, set about the making of census of all these new arrivals, and in a region where there is much shifting of population this would be a considerable task. But at least two considerations must be kept in mind here. The first is that the attendance officer or officers attached to a given school would be supposed to know their areas very well. Knowing these areas thus well, they would by multitudinous ways receive a large amount of information as to new arrivals, location of unschooled children, etc., quite early in the year. It has been previously shown that the investigation of homes from which families on last year's record have removed, would suffice to disclose a considerable number of these new arrivals.

Again, the attendance department would be at work the entire year, taking note of all new arrivals at the school, and so a considerable number of new arrivals would tend to enroll themselves.

In discussing any continuous census of this sort, it must be kept in mind that it could be made to provide information which the census as now taken cannot provide. The present census is usually taken by inexpert people—by men or women hired for a few days, and who know little of the language or customs of the area in which they work. It is taken by people who have neither opportunity nor desire to pursue their investigations farther than a merely formal compliance with the requirements of their work. Where the police take the census, conditions are somewhat improved, but here again there are many obstacles in the way of securing exact information. Whether a child reported as deaf, ill, or crippled is really so or not is not for the intermittent census-taker to determine. But the attendance department, co-operating with all departments of the school system, and ultimately with the organized charitable associations, would have greater reason and greater opportunity to verify statements of parents.

Again, any statistics of school attendance now taken in the census are practically worthless, even assuming that parents report correctly, for they express that attendance in no quantitative way. For example, the school census of a city shows that so many children of given ages have attended public school, and so many have attended parochial school. But there is nothing to prevent an attendance of a week or two from counting in this enumeration.

On the other hand, if provision were made to have entered on the permanent card kept by the attendance department the approximate time attended, the officer could easily obtain such figures from public and private schools at a minimum expenditure of time.

From these cards, in the long run, could also be obtained the most satisfactory information for the enforcement of child-labor laws. After such census had been kept up for some years, it would be entirely practicable to obtain the past school history of any city child. The earlier age entries would seldom show any tendency to give false records, and so a check would be had on the tendencies of parents to overestimate the ages of their children when the age limit for compulsory attendance is approaching.

Nothing is said here about the co-operation of one school with another in the matter of keeping these records adjusted, and in interchanging cards where the direction in which families have moved can be found. But a really businesslike scheme of administration would soon discover opportunities for this.

However businesslike such plan as the one proposed may appear on paper, its feasibility would have to be determined experimentally. At present New York City has about one attendance of-

ficer to nine thousand children on net enrollment. For the present work of the attendance department this is confessedly an inadequate number. If the number of officers were enlarged by the use of some of the funds now spent on a census, naturally its efficiency should be greatly increased. The keeping of a live census could not be regarded as work superimposed upon the present work of the attendance department, for in many respects it would greatly expedite and improve the work of that department. It is quite conceivable that one attendance officer in charge of a district with five thousand children could, in a compactly settled city like New York, do the entire work of census-keeping and taking care of the usual matters of compulsory attendance, since the residue of cases to be actually investigated after account of all children attending the school had been taken, would be relatively small. Certainly the more businesslike methods proposed above would tend to make the investigation of this residue a simple matter.

It should be noted that a live census like that proposed would be of service in other directions of civic activity. Charitable organizations could use it, and for the student it would be far more satisfactory than any now obtainable. Certainly it should greatly aid along other lines of educational administration.

Frenzied Figures and Frightening Facts.

By PRIN. M. F. ANDREW, Twenty-fifth District School, Cincinnati.

In September, 1904, at the opening of school, I had prepared a card, covering the entire elementary school course, in order that we might have some record of each child who entered our school.

On one side of the card were spaces for his standing in each subject during his school life, with one extra space for the child who might require nine years to complete the work of the grades. On the other side of the card were spaces for the following:

1. Name. 2. Parent or guardian. 3. Address. 4. Date of birth. 5. Phone number. 6. Entrance date. 7. School entered. 8. Record of vaccination. 9. Date of dismissal. 10. Reason. 11. Remarks.

During that year we enrolled 1,125 pupils—the next year, only 1,006, and for this year we have but little over 900.

Our district is very largely made up of factory workmen, and of course the population is changeable.

At the beginning of this school year, I went carefully over my cards to see how Time had dealt with us. One of the first discoveries to be made was the fact that teachers are poor bookkeepers, and that their records are in bad shape. Even when the blanks are furnished they either do not care to do it, or will not look after more statistics than is absolutely required of them by the rules of the Board.

On my desk now are the cards of 573 pupils out of the past two years (not counting those who have been withdrawn since September, 1906), for whom I can hardly account. I have gone over the cards carefully and classified them as follows, by grades.

Grade	Lost	Parochial School	Other Districts	Sickness or Dead	Moved or Lost	Promoted	Miscellaneous
1.....	90	8	19	8	52	..	
2.....	62	8	11	..	41	..	2 to H. of Ref.
3.....	66	10	15	3	38	..	
4.....	57	8	17	2	26	..	4 working
5.....	46	7	6	1	22	..	10 working
6.....	58	1	3	1	..	..	52 working
7.....	53	2	2	4	32	..	1 H. of Refuge
8.....	141	..	..	..	86	55	13 working
	573	..	..	..	..	..

It will be seen by these figures that the sixth grade records were well kept, as all the outs are accounted for. One hundred and forty-one pupils reached the eighth grade in these two years, but only one hundred and twenty ever entered upon the work of the grades. Fifty-five of these were promoted to high school, thirty-two failed, and twenty-three just went out. Of the fifty-five who entered high school, about fifteen are there yet, and the others are working (?).

In going thru my building a short time ago, I made a record of the age of pupils found in the rooms on that date. Beginning with the third-year classes, and ending with an eighth-year class, I give the results. The per cents. are approximate and based on the hundred.

Third Year.—Boys.—14%=8 yrs.; 42%=9 yrs.; 20%=10 yrs.; 12%=11 yrs.; 2%=12 yrs.; and 7%=13 yrs.

Girls.—5%=7 yrs.; 27½%=8 yrs.; 50%=9 yrs.; 12½%=10 yrs.; 2½%=11 yrs.; 2½%=12 yrs.

Fourth Year.—Boys.—14%=9 yrs.; 10%=10 yrs.; 18%=11 yrs.; 33%=12 yrs.; 2½%=13 yrs.; 2½%=14 yrs.

Girls.—2%=8 yrs.; 25%=9 yrs.; 41%=10 yrs.; 15%=11 yrs.; 7%=12 yrs.; 6%=13 yrs.; 4%=14 yrs.

Fifth Year.—Boys.—5%=9 yrs.; 25%=10 yrs.; 37½%=11 yrs.; 20%=12 yrs.; 9%=13 yrs.; 4%=14 yrs.

Girls.—31%=10 yrs.; 42%=11 yrs.; 15½%=12 yrs.; 10%=13 yrs.

Sixth Year.—Boys.—4%=10 yrs.; 21%=11 yrs.; 28%=12 yrs.; 45%=13 yrs.; 2%=14 yrs.

Girls.—2½%=10 yrs.; 33½%=11 yrs.; 30%=12 yrs.; 25%=13 yrs.; 7%=14 yrs.; 2½%=15 yrs.

Seventh Year.—Boys.—3½%=11 yrs.; 20%=12 yrs.; 50%=13 yrs.; 25%=14 yrs.

Girls.—31%=12 yrs.; 50%=13 yrs.; 16½%=14 yrs.; 3%=15 yrs.

Eighth Year.—Boys.—5%=12 yrs.; 50%=13 yrs.; 30%=14 yrs.; 15%=15 yrs.

Girls.—14%=12 yrs.; 40%=13 yrs.; 40%=14 yrs.; 6%=15 yrs.

In June, 1905, we promoted the entire number of schools in the city—1,156 pupils to the high schools, and failed 253 who were applicants for admission. In September, 1905, there entered the high schools 1,046 pupils; but it is reasonable to suppose that 150 of these came from the outside, paying tuition, or as pupils who had moved to the city.

At the end of the year there remained of this number 755, and only 522 were promoted to second-year work in the high school, while 233 failed.

At the beginning of the same year we enrolled in second-grade high school 447, and had remaining at the close of the year 328, and 95 of these failed.

In the third-year class the enrollment was 405, with 335 left in June, and 60 of these failed.

We started the fourth year with 304, and closed with 295, and 5 of these failed, leaving our graduating class with 290.

On the supposition that this last class began with as many pupils as the first-year class of 1905—and the supposition is not improbable—twenty-five per cent. graduated.

Our entire enrollment for 1905 was about 43,000. It is reasonable to suppose that in 1902, the year in which this fourth class began high school work, the enrollment was up to what it is now. If so, our graduating class numbers not quite three-fourths of one per cent. of our enrollment. It is not strange then that we so often hear it said that "we are not keeping enough children thru school."

I have selected the year 1905, because the figures were at hand. Any other year would have answered my purpose.

Are there remedies for these ills? I believe there are, and that it is our duty to apply them.

In the first place there are some supposed remedies being applied that will not do the work. Legislation as to age limit, truant officers, and Juvenile Courts will not do it. They may be used to make our attendance registers show up well, but will have little to do with the making of good men and women in comparison with what might be if that specimen of humanity known as "teacher" were different.

These makeshifts may do much toward "keeping in" the boys and girls till after they are fourteen, but that is not the important thing. Make school what it should be and children will stay because they want to do so.

In the cast-iron system that we have marked out; it is not strange that the great majority of children rebel. But it is no doubt the rebellious spirits that have in them the brick and mortar that will make strong characters.

Under existing conditions many of them are better off out battling with the world, than in the schools battling with things of which they know little and care less. (Am I a heretic, and will I be burned?)

Do not understand that I am in favor of curtailing the years of our boys and girls in school. I am in favor of reconstructing our courses of study and making them palatable.

We have so long talked about the ladder that reaches from the gutter to the university, upon which all young people may climb, and climb, that we are getting to believe it is truth. It has become such a fetich with us that it would be a sin if some boy should start to climb it and fall off after a little time.

There must be constructed a shorter ladder that reaches from the gutter to the real things of life; the things that appeal to young manhood and young womanhood. Then there will be no danger, for our children will climb with pleasure, and when they have reached the summit they will rejoice to find themselves in the fields of which they know something.

We have enriched the course of study away beyond the reach of most teachers, and yet it is not enough. It is an easy matter to make outlines for nature study, but a very difficult matter to find teachers who can put life and flesh about these skeletons.

The whole field of science, literature, and what not, should be put in the way of the child in order that he may pass by and pick such food as he can assimilate.

We must have teachers who are rich in tact and resourcefulness and who are thoroly in love with God and man.

Then we must cast to the four winds the rubbishy obsolete stuff that we have clung to so tenaciously for lo, these many years. We might begin with arithmetic and cut out all the abstract matter that simply ends in ciphering, most of which means nothing to the children.

James E. Russell of Teachers College said; not long ago, "Instead of being satisfied with our school system in this country, we should be thoroly ashamed of it. . . . ashamed that we, as a people, are being contented with so restricted a system of public education and so narrow a curriculum."

This from a man of Dr. Russell's standing does not indicate that the days of fads are past.

Really, there have been no fads in our schools; and it is only those who have cried out against them that are behind the times. Everything added so far as I can recall, in my opinion has been an honest effort to find out what is of most worth in our school system, and we should take off our hats to any man or woman who has the hardihood to try something new.

They are slaves who dare not be
In the right with two or three.

We have heard a great deal about Germany's system of schools, and the redeeming feature of the system, as I see it, is the fact that it has "a system of public education which connects direct with practical life when the boy or girl leaves school at the age of fourteen."

Some one has truthfully said that our courses are so arranged that, "that which few need, all must take."

As long as we work along these lines, and with such ideas in mind, our efforts will be in vain, and many boys would better go to the circus than to school.

Better teachers; better teaching; better insight into homes and home life, closer relationship with business, the farm, the world at large, some sort of manual work thru all the grades, freedom from slavery to text-books, and we will be traveling upon a better way.

Argentine Exports.

A Buenos Ayres special to the *London Financial Times* says that the Argentine exports return for January and February shows shipments of 565,000 tons of wheat, as against 447,000 tons in the same period last year; and of 223,000 tons of linseed; against 153,000 tons; 118,000 tons of maize; against 71,000 tons, and 57,000 tons of wool, against 45,000 tons.

Harvest prospects are very good; and the finance minister, Doctor Lobos, has received a note from a special commission, formed of bankers, farmers; and commercial men, advising that the time is convenient for raising a loan of \$30,000,000 for the destruction of locusts and for levying taxes on exportation to meet service of such a loan. The minister has replied that the Government can meet the requirements without having recourse to loans or customs duties on exports and that funds will be furnished when required out of general revenues; and, if necessary, by realization of bonds held by the Government.

Construction of Playgrounds.

Arthur Leland, who has been supervisor of playgrounds in Louisville, St. Paul, and Denver, contributes to *American Gymnasia* a description of the smallest playground practical for city use. The plan here given illustrates his remarks.

The first essential features of a playground in the order of their importance are:

For Boys Seven to Sixteen: Space to be used as baseball diamond, football field, and skating rink, according to the season, giant-stride, shower-baths, space for athletic games, basketball, track and field athletics, traveling rings, trick rings, turning pole, trapeze, swings, see-saws, parallel bars, ladders, and sliding poles.

For Girls and Small Boys: Swings, giant-strides, see-saws, space for basketball and other games, ladders and sliding poles, traveling rings, trick rings, shower-baths, turning pole, parallel bars, etc.

For Little Children: Shade, sand boxes, big wooden blocks the size of bricks, little wagons, shovels, pails, baby swings with leather seats, and space for kindergarten games.

Attractive grounds, shade, toilet rooms, and organized games are necessary in order to hold the children. The recreation park idea of the playground is the ideal, but its full completion requires four to ten acres of ground.

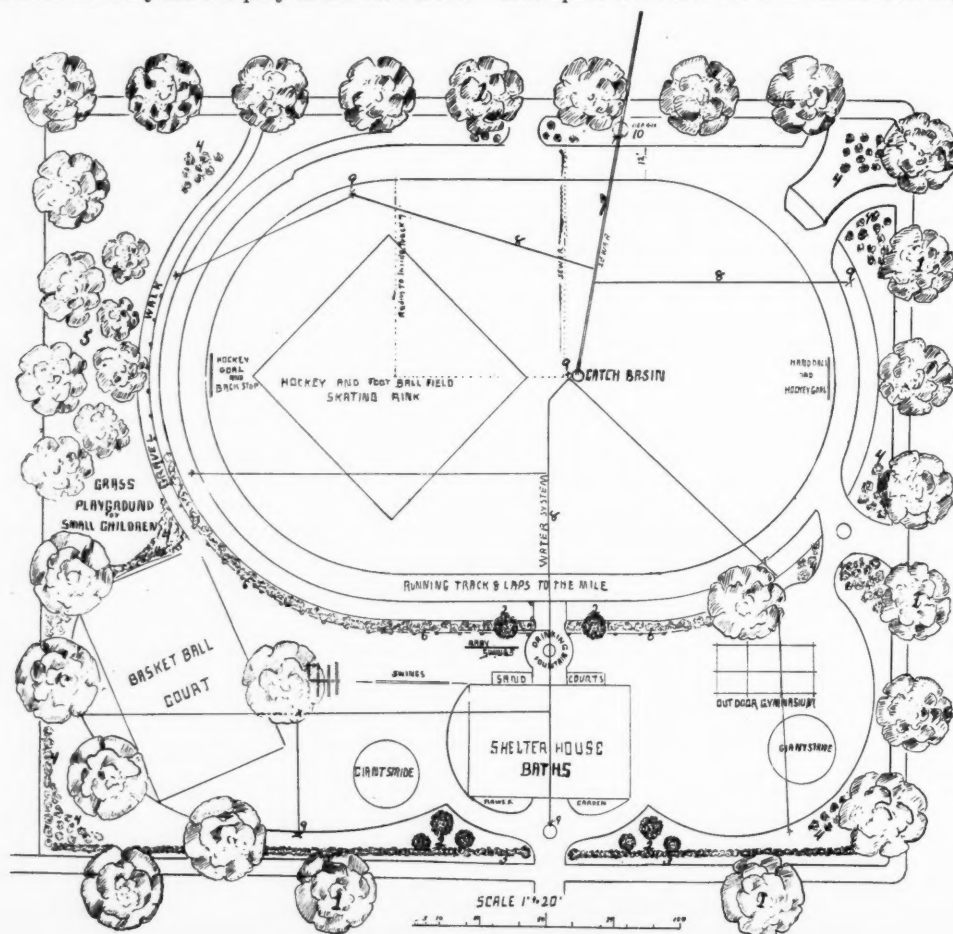
The plan reproduced here shows the smallest of the St. Paul playgrounds, 320 x 270, containing about 1.9 acres. Such a piece of ground is quite within the reach of any city. This is the smallest piece of land upon which a successful playground containing the essential features can be constructed. It offers facilities only for the play of children under

sixteen. There is not sufficient room for any extended system of buildings, indoor gymnasium nor separate facilities for boys, girls, and small children. It can be used as a small working model to show what a playground is and what can be done by one.

The playground should be built with a view to future enlargement, upon a block which has vacant land opposite or adjacent. The playground must have a baseball diamond. The space given to it in the plan is a very meager allowance, only a three-quarter size diamond, upon which only boys under sixteen can play, using balls which are not very lively. The rest of the playground must be protected from the batted balls by a high fence. Occasionally balls will go out in the street.

In the plan appended the ground is graded level with the exception of the baseball diamond, which is lowered two and one-half feet, draining to the center where it is connected with the sewer. The banks on the sides make possible a skating rink in the winter and make baseball much safer in close quarters. Outside the baseball diamond is an eighth of a mile running track; then a grassy slope to the upper level. The borders around the grounds are a few inches higher than the play space and covered with turf. Lilacs are grouped in appropriate places. Along the front of the grounds is a buckthorn hedge, while one side has a hedge of lilacs.

The entire playground must be enclosed by a high iron post or wire fence. A cheap, efficient fence can be made of five-foot standard field wire fencing, attached to pointed two-inch iron posts, set fifteen feet apart with three strands of barbed hog wire on



Courtesy of American Gymnasia, Boston, Mass.

top. Its ugly lines can be hidden by training vines upon it.

If the playground fund is very small, do the grading the first year, putting in the apparatus in the order of importance. The gymnasium frame is the most expensive and least important of all.

Make the baseball diamond. Plant a few trees and part of the hedge and shrubs; sow some grass around the borders. Do just enough landscape gardening to suggest what you intend to do, and finish it later.

And don't leave out the fence.

LOCATIONS:—The playgrounds should be located in that part of the city where juvenile crime is greatest. The effective radius of a small playground is not over ten blocks. Organized games will increase the effectiveness of the playground a number of blocks in each direction.

THE FIRST WORK:—The city engineer's office will give a plan of the land showing the exact size, grades of the streets, etc. If the land is much below grade and filling is scarce, it can be made a sunken garden with catch basins and sewer connections, so that it drains to the center. If it is on a side hill, it should be graded so that the gymnasium and space for children's games is level. The baseball diamond and running track should be one to two feet below the rest of the grounds, sloping at a grade of four inches to a hundred feet to a point near the center just outside the infield of the baseball diamond, where a catch basin is located and connected with the sewer. The manhole should have two covers, one to drain the field in the summer time and the other without holes to be used when the field is flooded.

After the land has been graded, a water system should be installed. Street washers should be placed about 100 feet apart over the space which is to be watered. Care must be taken not to have any of these project above the surface in the baseball field, as they will cause accidents.

A hose connection can be put inside the manhole in the center. Home plate can be put over a box in which a hose connection is placed.

PLAYING SURFACES:—For the baseball field a good closely cropped turf is best and is practicable in a clay or loamy soil. If the playground is built of sand, six or eight inches of black dirt must be spread over it in order to make a lawn.

Three or four inches of coarse cinders, well packed and covered with one inch of cinders which have been run thru a half-inch screen, will make a hard surface over a sandy bottom. If equal parts of screened cinders and good clay are mixed together, dampened, spread one inch thick over a layer of coarse cinders, and well rolled, an ideal playing surface will be made for the athletic field, the running track or any part of the playground; such a mixture packs well, is springy, does not get dusty in dry weather, and can be played on in the rain.

If there is a grass athletic field, the baseball runways and other much used parts of the diamond should be made of clay and cinders. About two parts of coarse sand and one part of good clay mixed give somewhat the same effect as screened cinders and clay, and if available can be used to good advantage for running tracks and walks. Coarse cinders rolled and covered with two inches of spent tan-bark make a very artistic and appropriate surface for the basketball court and little children's playground.

Under the gymnasium, parallel bars, turning poles, see-saw and jumping places, fine, soft sand should be spread about a foot deep. Such a covering requires no care to keep it soft and it does not blow away. The giant-stride and swings must have very hard surfaces under them or in a few weeks great

holes will be worn in the ground which will be filled with water every time it rains. A strip of cement sidewalk about three feet wide under the swings works like a charm. About the best thing for the giant-stride is a bed of screened cinders mixed with clay spread eight inches deep and packed solid.

Manual Training Extension in Cleveland.

[Recommendations to the Board of Education.]

In part of the schools sewing is provided for the girls of the fifth and sixth grades, and knife work for the boys, each a two-years' course, one lesson per week. In sewing, the so-called "sampler" exercises prevailed; this course has, however, been revised this year; instead of the "sampler" the girls now make simple but useful garments and thus learn plain sewing in a purposeful way. The knife-work course also needs revising so as to appeal more strongly to the interests of boys; the objects made should be more distinctly useful.

This work should be extended to all fifth and sixth grades. The expense is slight.

In the seventh and eighth grades, chiefly in the eighth, pupils in part of the schools have a one-year course, one lesson per week—the boys in carpentry and joinery, and the girls in cookery—seven "centers" being provided for this purpose. The equipment is inadequate, the kitchens being designed only for observation or demonstration work; one pupil cooks before the class; the others observe and take notes. This method is wholly inadequate. Only individual work is effective, each girl having experience in cooking every article assigned to the class. The kitchens in six "centers" should be remodeled to this end, the Oakland "center" being already thus equipped. A revision of the course in cookery will also be necessary, making a two-year course.

In shop work the course should extend thru the two years of the seventh and eighth grades. The equipment should be increased; the materials used and the projects made should be so modified as to challenge both the intellectual and the physical strength of the boys. They should have experience with a variety of commercial woods both hard and soft. They should make useful articles rather than miniature or toy projects. They should feel that what they are making is really worth while, and is to serve a useful purpose in the world. They should learn to rely much on their skill in the use of tools and little on the use of sand paper. They should have at least some experience in selecting their stock and in adapting it to suit their purposes. Their judgment and taste should be appealed to and cultivated in matters of proportion, design, decorative treatment, etc., in every article made, and indeed many more projects should be planned than are actually constructed. Manual training exists primarily for purposes of mind-training, and this requires that the workers' own thought shall go into the doing.

Shop work should be extended to all seventh and eighth grades. To provide adequately for this work would require additional "centers."

I recommend that the six "centers" be remodeled to meet the above requirements and that two or three additional "centers" be provided for the coming year; also that other "centers" be added from year to year as may be necessary to place this valuable instruction within reasonable distance of the schools having seventh and eighth grade pupils. I believe in this work. I believe it is worth doing well, and that it should be placed on a strong educational basis.

W. H. ELSON, Superintendent of Schools.

Music Supervisors in Conference.

By FRANCES ELLIOTT CLARK, Supervisor of Music, Milwaukee.

The recent Music Supervisors' Conference at Keokuk, Iowa, was in many respects a notable gathering. In point of numbers, enthusiasm, oneness of purpose, and comradeship, it has perhaps never been equalled among School Music Supervisors.

For two or three years we had all heard and read much about a new device or discovery of teaching music thru "Ear Training in Rhythm Forms," in the columns of *School Music Monthly*, as developed and used by the editor, P. C. Hayden. When the call was made for a conference, it stirred a large and representative body of Supervisors to go to Keokuk and see the results of this scheme worked out on its native heath.

It has sometimes been charged that Music Supervisors are narrow, non-progressive, and not educational—but it would certainly be hard to find a company of teachers in any line more open to conviction, more eager to learn the latest thought in their profession. To flock with one's own kind for two or three days, exchanging ideas and observations on results obtained, is sufficient incentive for such a junctet, for most of us must play solitaire in the musical part of the educational game.

Keokuk is a small town, and, in consequence, the hotel arrangements were not quite what might have been desired, yet, because of the lack of outside attractions, there was no temptation to stray from the meetings. Everybody was present at every session, and thruout the nine programs an unusual spirit of good fellowship prevailed.

There were, besides, several royal good times in after-banquet stories, and impromptu concerts.

A permanent organization was formed to be called "The National Music Supervisors' Conference," meetings to be held in spring. An effort was made to attach the infant prodigy to the Music Section of the N. E. A.; since the officers of that association had stood sponsors for this initial meeting, but it was considered best to have it as an independent organization for the present at least.

All arrangements for future meeting were left to the newly-elected officers, Pres. P. C. Hayden; Vice-president, Mr. Miller, of Nebraska; Secretary, Miss Root, of Illinois; Treasurer, Mr. Birge, of Indianapolis.

The paper by Mr. Tiddings, on "Voice," and the tests given in connection with it, were illuminating and worth the price of the trip.

Notwithstanding the setting was so ideal, the main feature of the meeting came to grief. "Ear Training in Rhythm Forms" as a force in teaching school music, or, as a basis on which to build a system, went down in a monumental failure. The very ground principle on which it is based is a wrong hypothesis. The title is misleading and untrue.

The seven forms, as arranged by Mr. Hayden are, viz.: First, "No tone shorter than a beat"; second, "two tones to one beat" (third grade); third, "unequal tones, two tones to two beats" (fourth grade); fourth, "unequal tones two to one beat" (fifth grade); fifth, "three tones to one beat" (sixth grade); sixth, "four tones to one beat" (sixth grade); seventh, "irregular (Syncopation)" sixth grade and above. These are, strictly speaking, *measure* forms and not *rhythm* forms.

Mr. Hayden contends that rhythm and not tonality should be made the basis of classification of musical elements; and that upon these seven forms should rest all practice in tone. If there were anything to be gained by it, of course all study of intervals, practice in scale tones, as a whole, or in parts, might be brought within the bounds of some one of these forms, but to what end? As printed, they represent almost no interval study, and

a small variety of melodic progression of tone.

As was clearly stated by Mr. Gantvoort, rhythm must first of all be *felt* rather than heard or seen.

A child brought thru a proper Kindergarten Course, will have heard, recognized, and responded to with some movement, perhaps fifteen or twenty different rhythms, and rhythmic games. He will have felt and expressed by some bodily movement the rhythm of dozens of beautiful songs in the first year, and be quite ready to recognize their printed symbols in second or third years, when he begins to recognize the symbols of tone.

The constant reciting and drilling on these mechanically arranged forms of measure, one for each year, seems to have done little good, since in grammar grades it was necessary to repeat the first, second, or third, in preliminary drill to suggest its recognition.

There seems to be little more to recommend in singing over these stereotyped forms than there was in saying over the old *tā-zā-fā-nā, tā-zā-fā-nā, tō-zō-fō-nō, tē-zē-fē-nē* time names, which retired into innocuous desuetude years ago.

Carlyle says that there is truth at bottom of all religions, and likewise there is some truth at bottom of nearly all systems of making the teaching of music more simple, practical, helpful, or beautiful. The grain of truth that is at the bottom of this device is the contention that such measure forms should be heard and understood before studying their written representation.

Should we grant the claims that this means of teaching would bring a perfect sense of rhythm; there would still be great doubt whether this alone was worth so great an expenditure of time and effort.

As Mr. Hayden explained, he had specialized on this work to the neglect of voice culture or care, eye training, enunciation, and expression in song, all of which must be considered in an all-around development of school music.

After having drilled for some three or four years on these forms, it was reasonable to expect that classes would evidence a clear and strong perception of accent and rhythm, but this did not develop. Just before each song or exercise read; Mr. Hayden gave drill on the particular form developed, in spite of which, in nearly every class, there was a marked lack of accent; unsteadiness and uncertainty in the rhythm, almost never holding a multiple beat note its full length. The classes one after another sang with throaty tone, enunciated very poorly, and for the most part with a surprising lack of animation or expression of the thought of the story. They blundered again and again over simple intervals; showing such poor eye training that they were unable to read with any degree of accuracy ordinary exercises suitable for the grade. Their power over scale tones, unless it was a progression contained in some drill, was small.

Mr. Hayden evidently designed these forms to take the place entirely of the old "beating of time," yet he was beating at all times himself, and often the children were "keeping time" with their feet.

Mr. Hayden is eminently correct in his psychology as to new facts in music being presented first thru the ear, but he stops far short of a grasp of the whole subject, mistaking the prelude for the entire composition.

True enough, in the beginning; as in any language; we reach consciousness thru the ear-gate, but there comes a time when we must train the eye also; so that as the child develops, he may become self-helpful and able to glean for himself from the printed page the riches of the author's or composer's thought.

There cannot always be a teacher at hand to pronounce the big words, sing a certain measure form, read over the story, or sing the song for one, he must learn to do this alone.

In just the proportion which we teach a child to be self-helpful, are we educating him.

The great problem of present-day school music is to so correlate the culture of the ear and the eye, that when hearing a fragment of melody or a rhythmic phrase, we are able to mentally see how it should look written, or when seeing such melody written, should be able to mentally hear the tones pictured.

The ability to think tone, the requisite amount of training the physical ear to recognize and give accurately intervals at will, is neither dependent

upon nor materially helped by any form of measure.

The training of the eye, which is purely physical, to recognize quickly and accurately distances, or staff degrees, representing tones thinkable in the mind, is certainly not dependent upon any rhythmic form or swing.

These two vital processes require so much careful drill to bring them to a working value that there is very little time to wander around in any such narrow limits as this set of "Rhythm Forms."

If we are ever to create a world of music; we must follow the Divine plan, create first the great light of *song*, then the solid foundation of ear and eye drill, then bring forth fruit, "These ought ye to have done, and not to leave the other undone."

The Public Education Conference.

The tenth annual meeting of the Eastern Public Education Association was held at Providence on May 8 under the auspices of the Providence Public Education Association. The general subject of the conference was "The Relation of the Public School to Industrial Efficiency. The speakers who discussed the various topics of this question represented educators, manufacturers, and laborers. Each approached the discussion from a different standpoint, but there was nevertheless a remarkable unanimity in conclusions as to the importance of establishing closer and more definite relations between the instruction which the children receive at school and the work which will occupy them in after life, especially if compelled to leave school at an early age.

Charles H. Philbrick, President of the Providence Association, greeted the visitors. President Faunce, of Brown, assured his hearers that Providence was as ready to welcome new ideas from other committees as to receive those who brought them.

Charles H. Morse, Secretary of the Massachusetts Commission on Industrial Education, spoke of the changed condition of manufacture, the lengths to which specialization has been carried; and the consequent narrowing of the operatives' viewpoint. A man performs a single operation in the manufacture of some article. He knows nothing or nearly nothing of the other processes, and lacks the broad understanding necessary for him to advance in his trade. "The result is," said Mr. Morse, "that the majority of superintendents in American mills are not native born; they are brought here from England, and they have charge of scores of native Americans before they have been in this country long enough to become citizens. A recent report showed that in the State of New York less than one per cent. of superintendents and foremen in mills and factories of that commonwealth are native born."

Mr. John Golden, of Fall River, President of the United Textile Workers of America, and James R. MacColl, of this State, President of the National Association of Cotton Manufacturers, dwelt on present industrial conditions and the conclusions to be drawn from them for the schools. Mr. Golden's address was of intense interest, presenting as it did the position of the intelligent members of the labor unions toward the offering of industrial training by the public schools.

"There is," said Mr. Golden; "an impression that there is opposition among union workmen to industrial schools. There is the bitterest opposition to trade schools run for commercial profit. We know their results. But industrial education is favored by organized workers. I believe that if education tending to make the child more effective along industrial lines were introduced in the public schools, thousands of parents who now take their children

from school and put them to work would make the sacrifice to let them remain. There is the same passion in the breast of the working classes to give their children the best possible education that there is in every other."

Mr. MacColl, speaking as a manufacturer, called attention to the failure of educational systems in one county to adapt themselves to the needs of the communities. For instance, in Rhode Island, sixty per cent. of the laboring people were engaged in textile manufacturing, and yet there is no school that has a cotton or worsted spinning plant.

"If Rhode Island," said Mr. MacColl, "were a German State, it would have six or eight textile schools and as many more schools devoted to other industries. I trust the time is near at hand when; by the co-operation of the State and the municipality with manufacturers and public-spirited citizens we shall have at least one first-class textile school, with evening classes in all branches, attended by hundreds of our mill workers, and day classes in which higher technical instruction is given to young men who are in training to be superintendents, designers, and expert chemists."

District Supt. Julia Richman, of New York; spoke on "The Obligations of the School to the Child Wage-Earner," and Miss Susan M. Kingsbury, of Simmons College, Boston, on "The Opportunities in Industrial Life."

Pres. Kenyon L. Butterfield, of the Massachusetts Agricultural College, spoke on "The Rural School and the Farm Community," and Dr. Bolton Hall, director of the Vacant Lot Gardening Association of New York City, had for his subject "Intensive Agriculture as an Educational Industry."

Dr. Butterfield said that one-half of the people are living under rural conditions; more money was invested in agriculture than in any other industry in the United States, and one-third of the workers were tillers of the soil. The city problem was one of congestion; the country problem, one of anemia; of isolation; and not less significant because less pressing. The speaker did not believe that the rural school was a bygone institution, notwithstanding the call of the city had been as alluring as the call of the wild. There must be a course of study in the rural schools to represent the material needs of the pupils that are to dwell in that community; and somebody ought to invent a name for that course that was neither agriculture nor nature study. There must also be a closer union between the schools and the homes; and there was great need for education of school committees.

The Conference, whether judged by its individual meetings, or by its general effect, was a success.

The next annual conference will be held at Washington, D. C., in May, 1908.

Programs of the Los Angeles Convention. National Educational Association, July 8 to 12.

The following programs are subject to additions and changes as late as June 20th, when the final edition of the Official Program will be printed for use at the Los Angeles convention:

The Annual Meeting of the Board of Directors will occur on Monday, July 8, at 11:00 A. M.

The meetings of Active Members of the several states to nominate candidates for appointment on the Committee on Nominations, in accordance with By-Law No. 1, will occur at 5:30 P. M., July 8, at their respective state headquarters or at places named in the final edition of the Official Program.

The Annual Meeting of Active Members for the election of officers, and for other business, will occur at 12 M., Wednesday, July 10.

GENERAL SESSIONS

All General Sessions will be held in the Temple Auditorium.

MONDAY AFTERNOON, JULY 8.

Prayer—REV. FRANK TALMADGE

Address of Welcome—REV. ROBERT J. BURDETTE, Pasadena, Cal.
Response—HON. W. T. HARRIS, Washington, D. C.

1. President's Address—How can the School Aid the Peace Movement
NATHAN C. SCHAEFFER, State Superintendent of Public Instruction, Harrisburg, Pa., President of the National Educational Association.
2. Education and Democracy, A. B. STORMS, President of Iowa State College, Ames, Iowa.

Appointment of Committee on Resolutions.

TUESDAY EVENING, JULY 9

Prayer—REV. A. W. ATKINSON

1. Greeting from a Sister Republic, SENOR JUSTO SIERRA, Minister of Public Instruction, Mexico.
2. The Personality of the Teacher, RT. REV. T. J. CONATY, Bishop of Los Angeles.
3. The School in its Economic Relations, W. O. THOMPSON, President of Ohio State University, Columbus, Ohio.

Discussion

Appointment of Committee on Nominations.

WEDNESDAY EVENING, JULY 10

Prayer—RABBI S. HECHT

1. Shall Teachers' Salaries be Graded on Merit or by the Clock,—E. G. COOLEY, Superintendent of City Schools, Chicago, Ill.
2. Teachers' Pensions and Annuities—CHAS. H. KEYES, Supervisor of South District Schools, Hartford, Conn.
3. Other Forms of Compensation for Teachers—GEORGE W. NASH, President State Normal and Industrial School, Aberdeen, So. Dakota.

Discussion—ALEX. HOGG, Superintendent of City Schools, Fort Worth, Texas.

THURSDAY EVENING, JULY 11

Prayer—REV. HORACE DAY

1. School for Defectives in Connection with the Public Schools—C. G. PEARSE, Superintendent of City Schools, Milwaukee, Wis.
2. The School and the Library—J. W. OLSEN, State Superintendent of Public Instruction, St. Paul, Minn.
3. Women's Organizations and the Schools—MRS. HELEN L. GREN-FELL, State Agricultural College, Denver, Colo.

Discussion

FRIDAY AFTERNOON, JULY 12

Prayer—REV. J. J. WELKINS

1. Address, "Call Nothing Common"—BENJAMIN IDE WHEELER, President of University of California, Berkeley, Cal.
2. A Significant Lack of Educational Terminology—PROFESSOR JOHN ADAMS, University College, London, England.

Report of Committee on Resolutions.

Closing Exercises.

NATIONAL COUNCIL OF EDUCATION

President.....ELMER E. BROWN.....Washington, D. C.
Vice-President.....AUGUSTUS S. DOWNING.....Albany, N. Y.
Secretary.....J. W. CARR.....Dayton, Ohio
Executive Committee.....ANNA TOLMAN SMITH.....Washington, D. C.
Executive Committee.....HOWARD J. ROGERS.....Albany, N. Y.
Executive Committee.....JAMES H. GREENWOOD.....Kansas City, Mo.

MONDAY MORNING, JULY 8

1. Introductory Statement by the President of the Council—ELMER ELLSWORTH BROWN, U. S. Commissioner of Education, Washington, D. C.
2. Symposium—Public School Finance: What Next?—HON. GEORGE C. PARDEE, Ex-Governor of California, Oakland, Cal., and others.

MONDAY EVENING, JULY 8

1. Report of Educational Progress during the past Two Years.

TUESDAY MORNING, JULY 9

1. Provision for Exceptional Children in the Public School System.
2. Report of the Committee on Public Libraries and Public Schools.
3. Report of the Committee on Industrial Education in Schools for Rural Communities.
4. Shortage of Teachers.
5. Moral Education.

WEDNESDAY MORNING, JULY 10.

Meeting of Committee on Investigations and Appropriations.

THURSDAY MORNING, JULY 11.

1. Report of Committee on Investigations and Appropriations.
2. Business.

(The names of speakers on the several topics will be announced on the final edition of the Program.)

KINDERGARTEN DEPARTMENT

President.....MISS MARY C. MAY.....Salt Lake City, Utah.
Vice-President....ELMER E. BROWN.....Washington, D. C.
Secretary.....MISS MAY E. MURRAY.....Springfield, Mass.

TUESDAY AFTERNOON, JULY 9.

1. The American Ideal of the Kindergarten—(Speaker to be supplied)
Discussion by MISS GRACE E. BARNARD, Kindergarten Training School, Oakland, Cal.
2. Motive for Work—MARGARET E. SCHALLENBERGER, Principal of Training Department, Normal School, San Jose, California.
Discussion.

THURSDAY MORNING, JULY 11.

1. The Kindergarten Curriculum—JOSEPH E. MCKNIGHT, Principal of Training Department, State Normal School, Salt Lake City, Utah.
Discussion.
2. The Wise Use of Tools for Expression—(Speaker to be supplied)
Discussion

DEPARTMENT OF ELEMENTARY EDUCATION

President.....MRS. ALICE WOODWORTH COOLEY, Grand Forks, N. D.
Vice-President..CLARENCE F. CARROLL.....Rochester, N. Y.
Secretary.....MRS. JOSEPHINE W. HEERMANS.....Kansas City, Mo.

TUESDAY AFTERNOON, JULY 9

Joint Session with Departments of Manual Training and Art Education.
(For Program see Department of Manual Training.)

WEDNESDAY MORNING, JULY 10

Topic: Potent Factors in Teaching Oral Reading and Oral Language.

- (a) The Story and the Poem—HENRY SUZZALLO, Department of Education, Stanford University, Cal.
Discussion of Story Telling—MISS EMMA C. DAVIS, Supervisor of Primary Schools, Cleveland, Ohio.
- (b) Dramatizing—THOS. C. BLAISDELL, Department of English, State Agricultural College, Mich.
- (c) Conduct of Daily Recitations in Geography and History—(Speaker to be supplied.)
- (d) Expression by Hand—I. C. MCNEILL, Superintendent of Public Schools, Memphis, Tenn.

General Discussion led by JOHN S. WELCH, Supervisor of Grammar Grades, Public Schools, Salt Lake City, Utah.

FRIDAY MORNING, JULY 12

Topic: Geography and History in the Life of the Pupil.

1. Geography—Leader, JAMES F. CHAMBERLAIN, Los Angeles, Cal.
(a) Causal Notion in Class Work—JAMES F. CHAMBERLAIN, Los Angeles Normal School, Los Angeles, Cal.
(b) Illustrative Excursions for "Field Sight."
(c) Emphasis of Commercial and Industrial Geography—S. L. HEBSTER, Superintendent of Schools, St. Paul, Minn.
2. History in the Life of the Pupil—WALTER EDWARDS, President of Throop Polytechnic Institute, Pasadena, Cal.

DEPARTMENT OF SECONDARY EDUCATION

President.....EUGENE W. LYTLE.....Albany, N. Y.
First Vice President.....WILSON FARRAND.....Newark, N. J.
Second Vice-President.....EDWIN TWITMYER.....Bellingham, Wash.
Secretary.....PHILO M. BUCK.....St. Louis, Mo.

TUESDAY MORNING, JULY 9

Joint Session with Departments of Higher Education and Normal Schools
(For Program see Department of Higher Education)

WEDNESDAY MORNING, JULY 19

ROUND TABLE CONFERENCES

A The Preparation of the High School Teacher. Leader, REUBEN POST HALLECK, Principal of Boys' High School, Louisville, Ky.

Discussion by H. M. BARRETT, Principal of High School, Pueblo, Colo.; FREDERICK E. BOLTON, Professor of Education, State University of Iowa; STRATTON D. BROOKS, Superintendent of Schools, Boston; J. STANLEY BROWN, Superintendent of Township High School, Joliet, Ill.; EDWARD F. BUCHNER, Professor of Philosophy and Education, University of Alabama; JOHN W. COOK, President of Northern Illinois State Normal School, DeKalb, Ill.; E. P. CUBBERLEY, Associate Professor of Education, Leland Stanford Jr. University; CHARLES DE GARMO, Professor of Science and Art of Education, Cornell University; EDWIN G. DEXTER, Professor of Education, University of Illinois; PAUL H. HANUS, Professor of Education, Harvard University; E. O. HOLLAND, Associate Professor of Education and High School Inspector, University of Indiana; C. H. JUDD, Assistant Professor of Psychology, Yale University; JOHN R. KIRK, President of State Normal School, Kirksville, Mo.; GEORGE W. A. LUCKEY, Professor of Education, University of Nebraska; GEORGE H. MARTIN, Secretary of Massachusetts Board of Education; M. V. O'SHEA, Professor of Science and Art of Education, University of Wisconsin.

B. Mathematics. Leader, CHARLES AMMERMAN, Head of Department of Mathematics, The William McKinley High School, St. Louis, Mo.

1. Graphic Algebra—E. H. BARKER, Principal of High School, Nevada City, Cal.

2. Problems for Mechanical Expertness in Elementary Algebra—C. M. RITTER, Former President State Normal School, Chico, Cal.

3. Original Demonstrations in Geometry—

(a) Purpose, Nature and Method of Presentation—FLETCHER DURRELL, Teacher of Mathematics, John C. Green School, Lawrenceville, N. J.

(b) Time of Introduction and Limitations—GEORGE ALVIN SNOOK, Teacher of Mathematics, Central High School, Philadelphia Pa.

C. History. Leader, C. E. LOCKE, Teacher of History in the Polytechnic High School, Los Angeles, Cal.

1. The Notebook in History Classes: Its Value and Its Limitations—Miss ADA I. ATKINSON, Head of the History Department, High School, Omaha, Neb.

Discussion led by JAS. E. MCKNOWN, Principal of the Seattle High School, Seattle, Wash.; G. A. THOMPSON, Principal of the Alameda High School, Alameda, Cal.

2. Place of Modern History in the High School Curriculum—E. I. MILLER, Teacher of History, State Normal School, Chico, Cal.

Discussion led by R. D. HUNT, Principal of High School, San Jose Cal.

D. Science. Leader, LEWIS B. AVERY, Superintendent of Schools, Redlands, Cal.

1. The Value and Limitations of Quantitative Experiments in Physics and Chemistry—GEORGE C. BUSH, Principal of Schools, South Pasadena, Cal.; W. F. KUNZO, Principal Cleveland High School, Cleveland, Ohio.

2. The Use of the Microscope in Biology Classes:

(a) The Purpose of Work with the Microscope—WM. M. KERN, President of the State Manual Training School, Ellendale, N. D.

(b) The Kinds of Microscope Work Valuable for High School Students—H. F. WEGENER, Principal High School, Tacoma, Wash.

(c) Training Students to Use the Microscope—J. B. LILLARD, Teacher of Biology, The Wm. McKinley High School, St. Louis, Mo.

Discussion led by CARL J. ULRICH, Central High School, Duluth, Minn.

3. Results of Improved Methods of Physics Teaching—(to be supplied)

THURSDAY AFTERNOON, JULY 11

Topic: The Relation of the High Schools to Industrial Life.

(a) The Function and the Value of the Commercial Course—J. H. FRANCIS, Principal of the Polytechnic High School, Los Angeles, Cal.

(b) The Function and the Value of the Manual Training Course—J. STANLEY BROWN, Superintendent of Township High School, Joliet, Ill.

(c) The Function and the Value of the Agricultural Course—A. B. GRAHAM, Professor in Ohio State University, Columbus, Ohio.

(d) Report of Committee on Six Year Courses of Study—GILBERT B. MORRISON, Principal of The Wm. McKinley High School, St. Louis, Mo.

DEPARTMENT OF HIGHER EDUCATION

President..... WILLIAM LOWE BRYAN..... Bloomington, Ind.
Vice-President GEORGE A. GATES..... Claremont, Cal.
Secretary..... OSCAR J. CRAIG..... Missoula, Mont.

TUESDAY MORNING, JULY 9

Joint Session with Departments of Normal Schools and Secondary Education.

Topic: The Preparation of High School Teachers.

(a) From the Standpoint of the Normal School—JOSEPH H. HILL, President State Normal School, Emporia, Kans., Chairman of Committee to represent the views of the North Central Council of Normal School Presidents.

(b) From the Standpoint of the High School—Report of the Committee on the Preparation of High School Teachers—REUBEN POST HALLECK, Principal of Boys High School, Louisville, Ky.

(c) From the Standpoint of the University—ALEXIS FREDERICK LANGE, Dean of the Faculty of the College of Letters, University of California, Berkeley, Cal.

WEDNESDAY MORNING, JULY 10

1. The Care of Freshmen—WILLIAM O. THOMPSON, President of Ohio State University, Columbus, Ohio.

Discussion led by FLETCHER BASCOM DRESSLAR, Associate Professor of the Science and Art of Teaching, University of California, Berkeley, Cal.

2. Religious Education in the State Universities—PROFESSOR WALLACE N. STEARNS, Wesley College, Grand Forks, N. D.

DEPARTMENT OF NORMAL SCHOOLS

President..... JOHN R. KIRK..... Kirksville, Mo.
Vice-President D. B. JOHNSON Rock Hill, S. C.
Secretary..... MISS MARY ALICE WHITNEY..... Emporia, Kans.

TUESDAY MORNING, JULY 9

Joint Session with Higher and Secondary Departments.
(For Program see Department of Higher Education.)

TUESDAY AFTERNOON, JULY 10

Joint Session with Library Department.
(For Program see Library Department.)

THURSDAY MORNING, JULY 12

1. President's Address: A Statement of the Issues Now Confronting the Normal Schools of the United States—JOHN R. KIRK, President of State Normal School, Kirksville, Mo.

2. The Pedagogical Laboratory in the Scientific Study of Education—W. A. CLARK, Professor of Psychology and Pedagogy, State Normal School, Kearney, Nebr.

Discussion led by Mrs. ELLA FLAGG YOUNG, Principal of the Chicago Normal School, Chicago, Ill.

Report of Committee on Statement of Policy Regarding the Preparation and Qualifications of Teachers of Elementary and High Schools—by the chairman, CHARLES C. VAN LIEW, President of State Normal School, Chico, Cal.

Discussion led by J. N. WILKINSON, Ex-president of State Normal School, Emporia, Kans.

4. Agriculture in Normal Schools: Courses of Instruction and Financial Support—E. E. BALCOMB, Professor of Agriculture, State Normal School, Weatherford, Okla.

General Discussion.

DEPARTMENT OF MANUAL TRAINING

President..... FRANK M. LEAVITT..... Boston, Mass.
Vice-President R. CHARLES BATES..... Port Deposit, Md.
Secretary..... OSCAR L. McMURRY..... Chicago, Ill.

TUESDAY AFTERNOON, JULY 9

Joint Session with Departments of Art Education and Elementary Education.

Topic: The Development of an Adequate Course of Study in Manual Training for Elementary Grades.

(a) From the Point of View of the Teacher of Manual Arts—GEORGE W. EGGERS, Head of Department of Art, Chicago Normal School, Chicago, Ill.

(b) From the Point of View of Child Study—FLETCHER B. DRESSLAR, Associate Professor Department of Education, University of California, Berkeley, Cal.

(c) From the Point of View of the School Superintendent—CHAS. H. KEYES, Supervisor of South District Schools, Hartford, Conn.

Discussion led by THOMAS A. MOTT, Superintendent of Schools, Richmond, Ind.

THURSDAY MORNING, JULY 11

Topic: The Relation of Industrial Education to Public Instruction.

(a) Manual Training Versus Industrial Training in the High School—B. W. JOHNSON, Director of Manual Training, Public Schools, Seattle, Wash.

(b) Can the School Life of Pupils be Prolonged by an Adequate Provision for Industrial Training in the Upper Grammar Grades?—JESSE D. BURKS, Principal of Teachers Training School, Albany, N. Y.

(c) Industrial Training as Viewed by a Manufacturer—MAGNUS W. ALEXANDER, Engineer in Charge of Drawing, General Electric Company, Lynn, Mass., Vice-President National Society for the Promotion of Industrial Education.

Discussion.

FRIDAY MORNING, JULY 12

Joint Session with Department of Indian Education.

1. Rational Art and Manual Training in Rural Schools—ELBERT H. EASTMOND, Instructor of Fine and Industrial Arts, Brigham Young University, Provo, Utah.

2. Manual Training in the Indian Schools—M. FRIEDMAN, Assistant Superintendent Haskell Indian Institute, Lawrence, Kans.
3. (To be Announced)

DEPARTMENT OF ART EDUCATION

President.....EUGENE C. COLBY.....Rochester, N. Y.
 Vice-President.....Miss MARY GEARHART.....Los Angeles, Cal.
 Secretary.....Miss HELEN E. LUCAS.....Rochester, N. Y.

TUESDAY AFTERNOON, JULY 9

Joint Session with the Departments of Manual Training and Elementary Education.

(For Program see Department of Manual Training)

WEDNESDAY MORNING, JULY 10

1. Address of Welcome—JOSEPH SCOTT, President of the Board of Education, Los Angeles, Cal.
 2. Address by the President—EUGENE C. COLBY, Supervisor of Drawing and Manual Training, State of New York, Rochester, N. Y.
 3. The Relation of Art Education to Everyday Life—
 - (a) From the Culture Side—RANDALL J. CONDON, Superintendent of Schools, Helena, Mont.
 - (b) From the Utilitarian Side—ARTHUR H. CHAMBERLAIN, Dean and Professor of Education, Throop Polytechnic Institute, Pasadena, Cal.
- Discussion.

FRIDAY MORNING, JULY 12

1. The University Entrance Credits in Drawing—A. B. CLARK, Leland Stanford, Jr., University, Cal.
 2. Visualization, or Snap Shot Drawing—LANGDON S. THOMPSON, Supervisor of Drawing, Jersey City, N. J.
 3. Object Drawing—Miss EDNA B. LOWD, Teacher of Drawing, Los Angeles, Cal.
- Discussion led by Mrs. H. T. JENKINS, Director of Drawing, Pomona College, Claremont, Cal.

DEPARTMENT OF MUSIC EDUCATION

President.....HAMLIN E. COGSWELL.....Indiana, Pa.
 Vice-President.....Mrs. FRANCIS E. CLARK.....Milwaukee, Wis.
 Secretary.....P. C. HAYDEN.....Keokuk, Iowa.

TUESDAY AFTERNOON, JULY 9

Music

1. President's Address—HAMLIN E. COGSWELL, Director of Normal Conservatory of Music, Indiana, Pa.
2. Music from the Standpoint of the College—STEPHEN B. L. PENROSE, President, Whitman College, Walla Walla, Wash.
3. The Value of Music from the Standpoint of the Superintendent—WILLIAM McK. VANCE, Superintendent of Schools, Delaware, Ohio.
 Discussion led by Miss KATHRYN STONE, Supervisor of Music of Primary and Grammar Schools, Los Angeles, Cal.
4. The Ideal Supervisor—FREDERICK H. RIPLEY, Principal of Longfellow School, Boston, Mass.
 Discussion led by Dr. FRANK R. RIX, Supervisor of Music, New York City.

Music

THURSDAY MORNING, JULY 11.

Mus'c—Vocal Solo—Mrs. MABELLE WAGNER SHANK, Des Moines, Iowa.

1. The Normal Schools in Relation to Music—CHARLES A. BOYLE, Director of Music, State Normal School, Emporia, Kan.
 Discussion led by Miss JENNIE HOGAN, Director of Music, State Normal School, Los Angeles, Cal.
2. The Vitalizing of the Child thru Song—Miss ESTELLE CARPENTER, Supervisor of Music, San Francisco, Cal.
 Discussion led by Mrs. FRANCIS E. CLARK, Supervisor of Music, Milwaukee, Wis.
3. Artistic Songs and the Lessons they Teach—ROBERT FORESMAN, Educational Publisher, New York City.
 Discussion led by Mrs. GERTRUDE B. PARSONS, Director of Music of the Music in High Schools, Los Angeles, Cal.
4. Free Musical Education a Necessity for the National Musical Art—Miss FANNIE EDGAR THOMAS, Representative of the "New York Musical Courier."

Music

ROUND TABLE, THURSDAY AFTERNOON, JULY 11

1. Syllabus for the Uniform Training of the Supervisors and Grade Teacher—THOMAS TAPPER, Boston, Mass.
2. Needed Changes in Musical Nomenclature—CHARLES I. RICE, Supervisor of Music, Worcester, Mass.
3. Uniform Course of Study as Presented by the Report of Committee at Asbury Park—P. C. HAYDEN, Supervisor of Music, Keokuk, Iowa.

DEPARTMENT OF BUSINESS EDUCATION

President.....H. M. ROWE.....Baltimore, Md.
 First Vice-President.....JAMES T. YOUNG.....Philadelphia, Pa.
 Second Vice-President.....W. H. WAGNER.....Los Angeles, Cal.
 Secretary.....HORACE G. HEALEY.....New York, N. Y.

TUESDAY MORNING, JULY 9

1. President's Address—H. M. ROWE, Baltimore, Md.
2. Topic: Preparation and Improvement of Commercial Teachers.
 - (a) Present Standards of Commercial Instruction with Present Requirements for Commercial Teachers—JAMES J. SHEPPARD, Principal of High School of Commerce, New York City.
 Discussion led by JAMES FERGUSON, Department of Commerce, Mission High School, San Francisco, Cal.
 - (b) Available Means and Additional Means Required for the Preparation of Commercial Teachers—H. B. BROWN, President of Valparaiso University, Valparaiso, Ind.
 Discussion led by E. K. ISAACS, Woodbury Business College, Los Angeles, Cal.
 - (c) Ways for Improving Commercial Teachers now at Work—F. C. WEBER, Polytechnic High School, Los Angeles, Cal.
 Discussion.

WEDNESDAY MORNING, JULY 10

Topic: A Study of Methods as Applied in Teaching the Commercial Branches.

- (a) Necessary Adaptation of General Pedagogic Practice in Teaching the Commercial Branches in High Schools and in Private Schools—D. W. SPRINGER, Director of Commercial Department, High School, Ann Arbor, Mich.
 Discussion.
- (b) Co-ordination of Individual and Class Instruction in Commercial Branches—F. F. SHOWERS, Stevens Point Business College, Stevens Point, Wis.
 Discussion led by THOMAS H. H. KNIGHT, Girls High School, Boston, Mass.
- (c) Rational Development of the Practical Features of the General and Special Commercial Branches to Meet the Requirements of Present Commercial and Industrial Conditions—J. M. GREEN, Principal of State Normal School, Trenton, N. J.
 Discussion led by J. H. FRANCIS, Principal of Polytechnic High School, Los Angeles, Cal.

DEPARTMENT OF CHILD STUDY

President.....EDWIN G. DEXTER.....Urbana, Ill.
 Vice-President.....HENRY H. GODDARD.....West Chester, Pa.
 Secretary.....CHARLES W. WADDLE.....Austin, Tex.

TUESDAY MORNING, JULY 9

1. A Study: The Delinquent and Dependent Child in its Home Environment as a School Problem—J. K. STABLETON, Superintendent of Schools, Bloomington, Ill.
2. Child Study in the Education of Women—Miss JESSIE B. ALLEN, State Normal School, Los Angeles, Cal.
3. The Training of the Child's Emotional Life—HENRY SUZZELLO, Assistant Professor of Education, Leland Stanford Junior University Stanford University, Cal.
4. The Relation of Child Study to the Moral Training of the Child—C. C. VAN LIEW, President of State Normal School, Chico, Cal.

THURSDAY AFTERNOON, JULY 11

Topic: The Contributions of Twenty-Five Years of Organized Child Study in America to Educational Theory and Practice.

- (a) As applied to the Kindergarten and the Elementary Grades—ELLA FLAGG YOUNG, Principal of the Chicago Normal School, Chicago, Ill.
 Discussion led by MANFRED J. HOLMES, Professor of Psychology, State Normal University, Normal, Ill.
- (b) As applied to the Grammar Grades—PROFESSOR F. B. DRESSLAR, University of California, Berkeley, Cal.
 Discussion led by MARGARET E. SHALLENBERGER, State Normal School, San Jose, Cal.
- (c) As applied to the High School—A. H. YODER, Superintendent of Schools, Tacoma, Wash.
 Discussion led by E. O. SISSON, Professor in the University of Washington, Seattle, Wash.
- (d) The Child-Study Movement in Los Angeles—GEO. L. LESLIE, Director of Science Department, City Schools, Los Angeles, Cal.

DEPARTMENT OF SCIENCE INSTRUCTION

President.....H. A. SENTER.....Omaha, Nebr.
 Vice-President.....IRVING O. PALMER.....Newtonville, Mass.
 Secretary.....E. R. WHITNEY.....Binghamton, N. Y.

TUESDAY AFTERNOON, JULY 9

1. The Present Status of Science Teaching in the United States—(To be Supplied)

2. What Has the Nature Study Movement Accomplished?—CLIFTON H. HODGE, Clark University, Worcester, Mass.
Discussion.

THURSDAY AFTERNOON, JULY 11.

1. What Equipment is Required for Successful Science Teaching in Secondary Schools?
(a) Biology—To be supplied)
(b) Chemistry—GEORGE B. FRANKFORTER, Dean of the School of Chemistry and Director of the Laboratory, University of Minnesota, Minneapolis, Minn.
(c) Physics—FRANK F. ALMY, Professor of Physics, Iowa College, Grinnell, Iowa.
Discussions on each topic, representing all sections of the country, led by CLAYTON T. PALMER, Instructor of Biology, High School, Palo Alto, Cal.; H. E. GRIFFITH, Professor of Chemistry, Knox College, Galesburg, Ill.; CHARLES H. SMITH, Editor of the "School, Science and Mathematics", and Teacher of Physics, Hyde Park High School, Chicago, Ill.

DEPARTMENT OF PHYSICAL TRAINING

President.....E. H. ARNOLD.....New Haven, Conn.
Vice-President.....MISS REBECCA STONEROD.....Washington, D. C.
Secretary.....MISS MAY G. LONG.....Mason City, Iowa.

TUESDAY MORNING, JULY 9

1. President's Address—The Health of the Teacher—E. H. ARNOLD, Director of Normal School of Gymnastics, New Haven, Conn.
2. How can Physical Training be the Instrument for Making Theoretical Teaching of School Physiology of Practical Value for School Life?—W. W. HASTINGS, Instructor in Anthropometry and Physical Education, International Y. M. C. A. Training School, Springfield, Mass.
3. Rational Teaching of Hygiene in Public Schools—W. F. SNOW, Professor of Hygiene, Leland Stanford Junior University, Stanford University, Cal.
4. The Organization of Athletics—CLARK W. HETHERINGTON, Director of Physical Training, University of Missouri, Columbia, Mo.
Discussion of all topics—E. J. MILNE, Director of Physical Training, Latter Day Saints University, Salt Lake City, Utah.

WEDNESDAY AFTERNOON, JULY 10

Practical Demonstrations.

THURSDAY MORNING, JULY 11

- Topic: The Relation of the Grade Teacher to Physical Training.
(a) What can the Teacher do for Physical Training?—MISS MARTHA J. JOHNSON, Director of Physical Education in the Public Schools, Salt Lake City, Utah.
Discussion—

- (b) What can Physical Training do for the Teacher—HARRY M. SHAFER, Principal State Normal School, Cheney, Wash.
Discussion.

DEPARTMENT OF SCHOOL ADMINISTRATION

President.....J. W. McCLYMONDS.....Oakland, Cal.
Vice-President.....GRAFTON D. CUSHING.....Boston, Mass.
Secretary.....WILLIAM GEORGE BRUCE.....Milwaukee, Wis.
Ch'm'n Executive Com...HARLAN P. FRENCH.....Albany, N. Y.

THURSDAY MORNING, JULY 11

1. Where Should the Authority of the Superintendent Begin and End?—RUFUS CAGE, Member Board of Education, Houston, Tex.
2. The School Board's Attitude toward the Press—CHESTER H. ROWELL, Editor Daily Republican, Fresno, Cal.
3. Pacific Coast School Architecture—LOUIS S. STONE, Schoolhouse Architect, San Francisco, Cal.
Discussion—MR. FREDERICK H. HEATH, Schoolhouse Architect, Tacoma, Wash.; JAMES STEPHEN, Schoolhouse Architect, Seattle, Wash.

FRIDAY MORNING, JULY 12.

(Joint Session with the Department of Library Education)

Topic: School Board Management of Public Libraries.

- (a) From the View Point of the School Board—HON. J. L. O'BRIEN, State Superintendent Public Instruction, Lincoln, Neb.
(b) From the View Point of the Librarian—JAMES H. CANFIELD, Librarian, Columbia University, New York City.
Discussion—W. C. PATTERSON, J. M. GUINN, Members of Board Education, Los Angeles, Cal.; E. SHORROCK, Member Board of Education, Seattle, Wash.; CALVIN N. KENDALL, Superintendent of Schools, Indianapolis, Ind.; MRS. JOSEPHINE A. GOSS, Member Board of Education, Grand Rapids, Mich.

LIBRARY DEPARTMENT

President.....J. N. WILKINSON.....Emporia, Kans.
Vice-President.....EDWIN WHITE GAILLARD.....New York, N. Y.
Secretary.....MISS ELVA RULIN.....Peru, Nebr.

TUESDAY AFTERNOON, JULY 9

Joint Session with Department of Normal Schools.

Topic: Instruction in Library Work in Normal Schools.

- (a) Preparation of Librarians for Public School Libraries—D. B. JOHNSON, President of Winthrop Normal and Industrial College, Rock Hill, S. C.



Avalon, Catalina Island.

Discussion led by H. RALPH MEAD, Reference Librarian, University of California, Berkeley, Cal.

- (b) Instruction of All Prospective Teachers in the Contents and Uses of Libraries with a View to Direction of Student Energy in All Grades of Schools—ALBERT SALISBURY, President of State Normal School, Whitewater, Wis.

Discussion.

THURSDAY AFTERNOON, JULY 11

1. President's Address—J. N. WILKINSON, President of State Normal School, Emporia, Kans.
 2. How the Teacher may Help the Librarian—MISS MARY L. JONES, Director of Summer School of Library Methods, University of California.
- Discussion led by JOY LICHTENSTEIN, President of California State Library Association.
3. How the Librarian May Help the Teacher—MISS MABEL D. DUNN, Public Library, Los Angeles, Cal.
- Discussion led by J. M. GREENWOOD, Superintendent of Schools, Kansas City, Mo.

FRIDAY MORNING, JULY 12

Joint Session with Department of School Administration.
(For Program see Department of School Administration)

DEPARTMENT OF SPECIAL EDUCATION

President.....ANNA E. SCHAFER.....Madison, Wis.
Vice-President.....S. M. GREEN.....St. Louis, Mo.
Secretary.....E. R. JOHNSTONE.....Vineland, N. J.

WEDNESDAY MORNING, JULY 10

1. The Need of a Better Understanding of the Exceptional Child—M. P. E. GROSMANN, Superintendent Groszmann School for Nervous and Atypical Children, Plainfield, N. J.
- Discussion—JAMES A. FOSHAY, Los Angeles, Cal.; MISS MARY R. CAMPBELL, Chicago, Ill.
2. Some of the Causes that Lead to Mental Deficiencies—MISS MARY E. POGUE, Physician in Charge of Oakleigh Educational Sanitarium, for Nervous Diseases in Children, Lake Geneva, Wis.
- General Discussion.
3. Rhythmic Exercise—Los Angeles Day School for the Deaf.
 4. The Value of Rhythm for the Deaf—(Speaker to be supplied).
 5. Report of Commission appointed to examine into the relations existing between the educational work of the State Institutions and the State Department of Public Instruction of the different states.

FRIDAY MORNING, JULY 12

1. Self Support—THOMAS P. CLARKE, Superintendent of Washington School for Deaf and Blind, Vancouver, Wash.
- Discussion—FRANK M. DRIGGS, Superintendent of School for Deaf, Ogden, Utah; (To be supplied).
2. The Object and Result of Academic Training in Schools for the Blind (To be supplied.)
 3. Why Wisconsin Believes in Public Day Schools for the Deaf—F. M. JACK, State Institute Conductor, River Falls, Wis.
 4. A Brief Review of the Growth of Day Schools in California—MRS. J. B. HOLDEN, Principal of the San Francisco Day School for the Deaf, San Francisco, Cal.
 5. The Training of the Incurable—CHARLES O. MERICA, Warsaw, Ind.
- Discussion—J. P. GREELEY, Superintendent of State Industrial School, Whittier, Cal.; W. A. GATES, Secretary Board of Charities and Corrections, Berkeley, Cal.
6. Round Table Conference—Leader, M. N. McIVER, Superintendent of City Schools, Oshkosh, Wis.

Topic: The Industrial Training of the Deaf.

DEPARTMENT OF INDIAN EDUCATION

President.....HARWOOD HALL.....Riverside, Cal.
Vice-President.....H. F. LISTON.....Tacoma, Wash.
Secretary.....ESTELLE REEL.....Washington, D. C.

MONDAY MORNING, JULY 8

Music—Sherman Institute Mandolin Club.

1. President's Address—HARWOOD HALL, Superintendent of Sherman Institute, Riverside, Cal.
 2. Essential Features in the Education of the Child Race—H. B. FRISSELL, Principal of Hampton Normal and Agricultural Institute, Hampton, Va.
- Demonstration Lessons with Classes of Indian Children—Presented by CLARENCE L. GATES, Sherman Institute, Riverside, Cal., and (to be supplied)

TUESDAY MORNING, JULY 9

Music—Sherman Institute Mandolin Club.

1. Address—ELMER ELLSWORTH BROWN, Commissioner of Education of the United States, Washington, D. C.

2. The Essentials of Indian Education (speaker to be supplied).
Demonstration Lessons, with Classes of Indian Children—Presented by MISS MAGGIE NAFF, Sherman Institute, Riverside, Cal., and MISS LAURA B. NORTON, Pima Indian School, Secaton, Ariz.

FRIDAY MORNING, JULY 12

Joint Session with Department of Manual Training.

(For Program see Department of Manual Training)

Round Table Conferences—Official and Superintendents' Section; Physicians and Nurses' Section; Teachers' Section; Matrons Section; Industrial Section.

DEPARTMENT OF TECHNICAL EDUCATION

To be organized at the meeting of the National Educational Association at Los Angeles, California, July, 1907.

WEDNESDAY MORNING, JULY 10

Organization of the Department; Appointment of Committees; Election of Officers.

Topic: Aims and Methods of Technical Education.

- (a) The Scope of the Department of Technical Education—LOUIS C. MONIN, Dean and Professor of Economics and Philosophy, Armour Institute of Technology, Chicago, Ill.
- (b) The Proper Articulation of Technical Education within the System of Public Education—MRS. ELLA FLAGG YOUNG, Principal Chicago Normal School, Chicago, Ill.
- (c) Aims and Methods of Technical Education as compared with the Aims and Methods of a Liberal Education—JOS. EDWARD STUBBS, President University of Nevada, Reno, Nev.

THURSDAY MORNING, JULY 11

Topic: Problems of Organization, Consolidation, and Expansion.

- (a) The Agricultural College and its Relationship to the Scheme of National Education—E. J. WICKSON, Dean and Acting Director of the College of Agriculture, University of California, Berkeley, Cal.
- (b) Trade Schools and Trade Unions—GEORGE A. MERRILL, Principal California School of Mechanic Arts, San Francisco, Cal.
- (c) Technical Education in High Schools and Rural Schools—ARTHUR H. CHAMBERLAIN, Dean and Professor Throop Polytechnic Institute, Pasadena, Cal.

SOCIETIES MEETING WITH THE NATIONAL EDUCATIONAL ASSOCIATION

I. THE NATIONAL SOCIETY FOR THE SCIENTIFIC STUDY OF EDUCATION.

President.....STRATTON D. BROOKS.....Boston, Mass.
Secretary.....MANFRED J. HOLMES.....Normal, Ill.

Topic: The Kindergarten and Its Relation to Primary Education in the United States.

Discussion will be based upon the Sixth Yearbook, Part II, which will be issued to members of the Society about June first.

The exact hours and places of meetings will be duly announced in the final edition of the Official Program to be issued for distribution at the Los Angeles Convention.

II. EDUCATIONAL PRESS ASSOCIATION OF AMERICA.

President.....JOHN MACDONALD.....Topeka, Kans.
Secretary.....C. F. PATTERSON.....Indianapolis, Ind.

A meeting of the members of the Association will be held in connection with the Anniversary Convention of the N. E. A. Further Announcement will be made in the final edition of the Official Program.

III. ROUND TABLE CONFERENCE ON AGRICULTURAL EDUCATION.

Leader—E. C. BISHOP, Deputy State Superintendent of Public Instruction, Lincoln, Nebr.

1. What has been done and is being done by Normal Schools and Agricultural Schools for popular education in agriculture—E. E. BALCOMB, Department of Agriculture, State Normal School, Weatherford, Okla.
2. The work of the National Government in extending Agricultural Education through the Public Schools—DICK J. CROSBY, Specialist in Agricultural Education, Department of Agriculture, Washington, D. C.
3. Agricultural Education as related to Domestic Science and Manual Training; how the work may be successfully conducted without school equipment or school funds—MISS E. RUTH PYRTLE, Principal, Bancroft School, Lincoln, Nebr.
4. The Work in Agriculture as Conducted by State and County Organizations of Young People in Clubs and Contests.

General Discussion.

IV. RELIGIOUS EDUCATION ASSOCIATION.

President.....HENRY CHURCHILL KING.....Oberlin, Ohio.
General Secretary.....HENRY FREDERICK COPE.....Chicago, Ill.

WEDNESDAY AFTERNOON, JULY 10

A conference of the Members of this Association will be held in Los Angeles at 2.30 p. m., Wednesday, July 10, at which addresses will be delivered by:

WM. DOUGLASS MACKENZIE D. D., President of Hartford Theological Seminary, Hartford, Conn.

HON. ELMER ELLSWORTH BROWN, United States Commissioner of Education, Washington, D. C.

HENRY FREDERICK COPE, General Secretary Religious Education Association, Chicago, Ill., and others.

EDUCATIONAL SUNDAY

The Pastors of many of the Churches of Los Angeles will hold special services, including sermons on Educational topics, on Sunday, July 7th.

The following services have already been announced:

Topic: *The Divine Diplomat*—REV. ROBERT J. BURDETTE, at the Temple Auditorium.

Topic: *The Model School Teacher*—REV. ROBERT MCINTYRE, at the First Methodist Church.

Topic: *The Catholic Church and Education*—RT. REV. THOMAS J. CONATY, at the Roman Catholic Cathedral.

Topic: *The Teacher's Throne*—REV. FRANK TALMADGE, at the First Presbyterian Church.

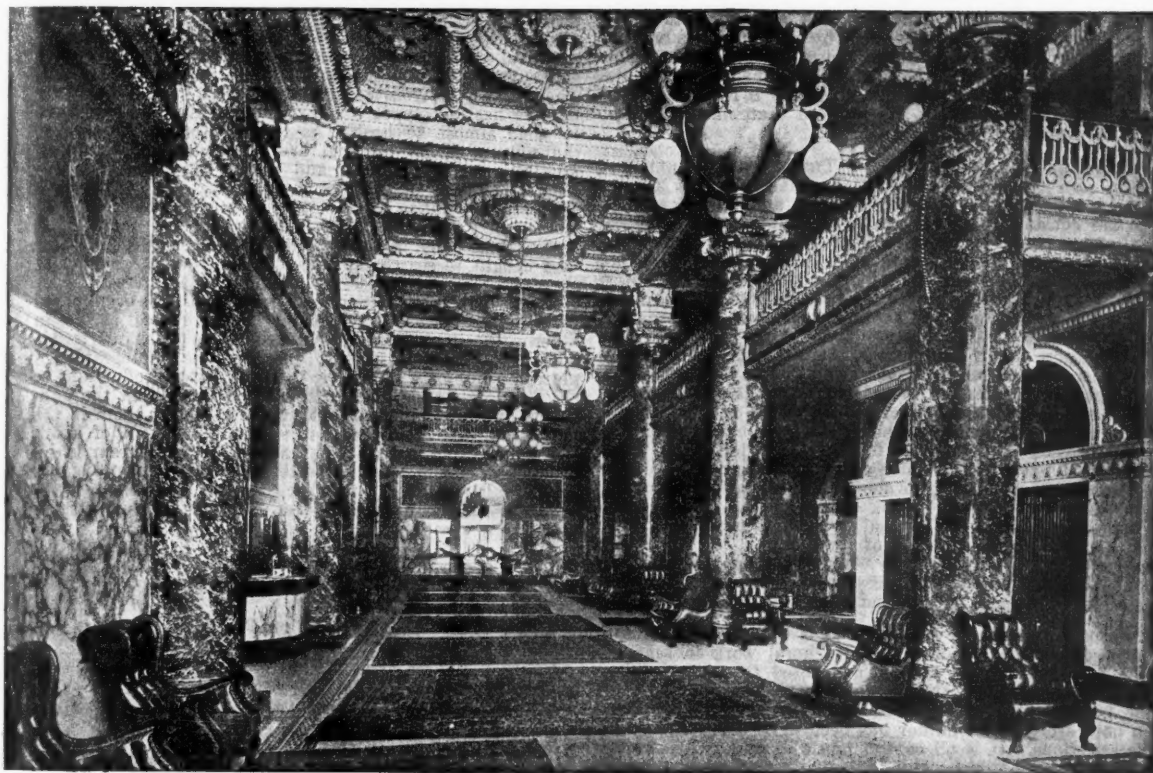
Topic: *The Principals of Education*—REV. J. J. WELKINS, at the Episcopal Pro-Cathedral.

Topic: *Christ's Call to the Scholar*—Morning Service—

Topic: *The Pedagogy of Jesus*—Evening Service—REV. HORACE DAY, at the First Congregational Church.

July 6th.

Topic: *Jewish Progress in Educational Methods*—RABBI S. HECHT, at the Bnai Brith Synagogue.



Lobby of Alexandria Hotel, Headquarters of the N. E. A. at Los Angeles.

Educational Meetings.

June 18, 19, 20—Kentucky Educational Association, Winchester.

June 24-26—South Carolina State Teachers' Association, Chick Springs.

June 25-27—Ohio Teachers' Association, Put-in-Bay.

July 1-3—Oregon State Teachers' Association, Western Division, Salem. Miss Aphia L. Dimick, president.

July 1, 2, 3—American Institution of Instruction, Montreal.

July 2, 3, 4—Pennsylvania State Educational Association, Greensburg. Supt. R. B. Teitrick, president, Brookville Pa.

July 9-12—National Educational Association, Los Angeles, Cal.

October 17-19—Vermont State Teachers' Association, Burlington, Vt.

October 17-19—Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.

December 26, 27, 28—Montana State Teachers' Association, Missoula.

December 31-January 1, 2, 3, '08—Colorado State Teachers' Association.

"Better out than in"—that humor that you notice. To be sure it's out and all out, take Hood's Sarsaparilla.

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 37th year. Subscription price, \$2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued two monthlies—TEACHERS MAGAZINE (\$1.00 a year) and EDUCATIONAL FOUNDATIONS (\$1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education; also OUR TIMES (current history for teachers and schools), weekly, \$1.25 a year. A large list of teachers' books and aids is published and kept in stock.

A. S. BARNES & CO., PUBLISHERS, 11-15 E. 24th Street, ELIZABETH, N. J.

THE SCHOOL JOURNAL is entered as second-class matter at the Elizabeth, N. J., post office.

Notes of New Books

The well-known Latin scholar Albert Harkness, Ph.D., LL.D., has edited a new edition of *NINE ORATIONS OF CICERO*. In this work he has been assisted by John C. Kirtland, Jr. A. M. of Philips Exeter Academy, and George A. Williams, Ph.D., of Kalamazoo College. These names are sufficient guarantee of the excellence of the editorial work, and the most casual examination will make the fact evident. The vocabulary, notes, and general arrangement are unusually satisfactory.

The format of the book, too, is pleasing. The well-made maps and well-chosen and clearly executed illustrations offer a striking contrast to the text-books of a few years ago. Its textual accuracy, carefully prepared notes, and attractive form, make it an admirable school text. (American Book Company, New York. Half leather, \$1.25.)

Clara Murray's *WIDE-AWAKE PRIMER* is an attractive book for beginners. The work for those just entering upon the struggle with word-forms must be simple and at the same time attractive. Miss Murray's book constantly interests the children, while it leads them by well-graded advances into the knowledge and use of more difficult words. The illustrations in color, by Hermann Heyer, have much to do with the book's power to please children. It is more attractive and better suited to its purpose than most primers. (Little, Brown and Company, Boston.)

COMMERCIAL RAW MATERIALS; THEIR ORIGIN, PREPARATION, AND USES, by Charles R. Toothaker, makes a very timely appearance. In our geography and related studies we are constantly laying greater stress upon the commercial and economic relations of different portions of the earth. We are seeing that the products of one country have influenced it in one way, and the products of another country have very differently affected their native land. Cotton has made one section rich, and another place owes its prosperity to wool, and so on.

The study of raw materials is, then, essential not only to a proper understanding of commerce, but even to a clear conception of different civilizations, and the relationship of nations. The author describes the origin of every article important in commerce, and also clearly and briefly describes the processes of preparation for use. In addition to some very good photographs which aid the descriptions, there is a remarkable series of maps showing at a glance the world's sources of supply. The book is practically unique. Mr. Toothaker has rendered a signal service and supplied a long-felt want in the preparation of this volume. It will make splendid collateral reading for commercial and geographical courses. It will be almost necessary in schools and libraries as a reference book. (Ginn and Company, Boston. \$1.25.)

Farnsworth's *SONGS FOR SCHOOLS* is well adapted for the purpose for which it is intended—choral work in schools. The first half of the volume is devoted to patriotic airs, national hymns, folk and college songs. The remainder of the book is filled with sacred songs, ancient and modern. In both sections the author has been particularly happy in his selections. It is all capital music, music with a swing that will carry singers with it, or with the stately dignity of melody found in Luther's *Ein Feste Burg* and Bernard of Cluny's glorious hymn. It is an unusually fine collection which one would hesitate to alter in any respect. Any school will be richer for its use. The compiler is Charles Hubert Farnsworth, of Teachers College, Columbia University. The accompaniments are by Harvey Worthington Loomis and B. D. Allen. (The Macmillan Company, New York.)

Margaret A. McIntyre has prepared *THE CAVE BOY* for supplementary reading. It is full of facts of geographical and historical interest sure to hold the attention of a child. It is well written in simple language. While it is a story of adventure, it is something more; it gives the pupil some idea of the development thru which the human race has passed. At the end of the volume are some valuable suggestions as to how a teacher may enrich the lessons in modeling, outdoor excursions, and in other ways. The elementary grades are richer for every such book. (D. Appleton & Company, New York. 45 cents.)

The spring number of *TEACHER'S EVERYDAY PLANS* has made its appearance. Programs for the usual festivals and holidays are given with a number of helpful suggestions. There are songs, and designs for drawing. There are also a large number of reproductions of well-known pictures, and a number of portraits. (World's Events Publishing Company, Dansville, N. Y. 40 cents a number, \$1.50 a year.)

All who are familiar with the earlier editions of *THE CHANGED CROSS* will welcome the appearance of the third enlarged edition. It is like greeting an old friend. In the sixties of the last century, Curson D. F. Randolph collected from many sources religious poems of an undenominational character. The compilation at once became popular and

passed thru many re-issues. Such poems as *THE BURIAL OF MOSES* have always been favorites, and will doubtless continue to be for years to come.

The present edition is considerably larger than its predecessors, and contains a number of specimens of the compiler's own writing. The volume is attractive in form and well made. A portrait of Mr. Randolph serves as a frontispiece. (G. P. Putnam's Sons, New York.)

THE NEW CONKLIN'S HANDY MANUAL OF USEFUL INFORMATION, AND ATLAS OF THE WORLD, AND EDISON'S HANDY ENCYCLOPEDIA OF GENERAL INFORMATION AND UNIVERSAL ATLAS, are two valuable little books which contain an almost incredible amount of useful information well arranged for reference purposes. One may find odd facts here for which he would not know where else to turn. The little volumes are well made, and printed in small, but clear, type (Laird and Lee, Chicago.)

Journal of American History.

New magazines are so numerous that the advent of another usually passes almost unnoticed. Most of them enter a field already crowded to congestion. They make a bid for popular approval along conventional lines, and if successful receive the support of advertisers necessary for financial profit. The *Journal of American History*, whose second quarterly number has just appeared, has a definite aim and will have its field almost to itself. As is stated on the title page, the sources of its material are American and European archives, private journals and diaries, unpublished documents, memoirs, etc. From these sources the editors have collected a quantity of information about the early days of our country and the life of our forefathers. Much of it would never come to light but for the diligent work of those who delight to search out stray leaves from the records of the past. It is well presented and of unusual interest.

The format is artistic, apparently no expense has been spared to make the journal as satisfactory in this respect as it is in others. The numerous illustrations are one of the quarterly's most remarkable features. There are fine photographs of places and objects of historic interest, and reproductions of old wood cuts and prints. It is to be hoped that the publishers will maintain the high standard set by them in the two numbers. How odd it is to see a magazine of about two hundred pages without an advertisement—facsimile reproduction of a Washington letter replacing the usual highly colored allurements on the back cover. (Associated Publishers of American Records, New Haven, Conn. \$2.00 per year.)

Books Received.

Baird, John C.—*AVENELLE, OR THE LONE TREE OF ARLINGTON*. Mayhew Publishing Co.

Fulton, Robert L.—*TRUEBLOOD*, THOMAS C.—*TRUEBLOOD*, EDWIN.—Standard Selections. Ginn & Co. \$1.25.

Gummere, Francis B.—*THE POPULAR BALLAD* (in series *THE TYPES OF ENGLISH LITERATURE*) by William Allan Neilson. Houghton, Mifflin & Co. \$1.50.

Holt, Henry.—*ON THE CIVIC RELATIONS*. Houghton Mifflin & Co. \$1.75.

Morley, Margaret W.—*GRASSHOPPER LAND*. A. C. McClurg & Co.

Pelham, H. F.—*OUTLINES OF ROMAN HISTORY*. G. P. Putnam's Sons.

Aldrich, Fred D., and Foster, Irving L.—*ELEMENTARY FRENCH*. Ginn & Co. \$1.00.

Lamb, Charles.—*LAMB'S ESSAYS OF ELIA*, SELECTED. Houghton, Mifflin & Co. 40 cents.

Lyon, Thomas Lyttleton, and Montgomery, Edward Gerard.—*EXAMINING AND GRADING GRAINS*. Ginn & Co. 60 cents.

Pitman, Isaac.—*MANUAL DE FONOGRAFIA ESPAÑOLA*. Isaac Pitman & Sons. \$1.25.

Reich, Emil.—*SUCCESS IN LIFE*. Duffield & Co.

Wentworth, George.—*NEW ELEMENTARY ARITHMETIC*. Ginn & Co.

Lankester, E. Ray.—*THE KINGDOM OF MAN*. Henry Holt & Co.

Le Rossignol, James Edward.—*ORTHODOX SOCIALISM*. Thomas Y. Crowell & Co.

Loliee, Frederic.—*A SHORT HISTORY OF COMPARATIVE LITERATURE*. G. P. Putnam's Sons.

Tenny, E. P.—*CONTRASTS IN SOCIAL PROGRESS*. Longmans, Green & Co.

West, Andrew Fleming.—*AMERICAN LIBERAL EDUCATION*. Chas. Scribner's Sons.

The Teacher—The Student need Murine Eye Remedy, An EYE TONIC. Soothes and Quickly Cures.

DEMAND TEN TIMES GREATER THAN SUPPLY

The Teacher's Bureau has done more to increase the demand for first-class instructors than any other agency. Educational Boards and Superintendents no longer feel that they must bear with inferior or mediocre work because they cannot find teachers of ability. They are all turning to the Teachers' Agency for assistance and as a result the DEMAND ON THE AGENCY IS TEN TIMES GREATER THAN THE SUPPLY OF TEACHERS.

During the last two weeks the number of calls for teachers has been unprecedented. Hundreds similar to the following have been received. Many of them pay large salaries.

SUPERINTENDENT

\$2800

Our Board decided at its meeting last evening to elect a new Superintendent. We have been paying \$2,800. May start a new man at a little less.
(Sec. Middle West.)

\$2000

We will elect a new Superintendent in place of _____ sometime in June. Send us names of two or three of your best men.
(Sec. Bd. in South.)

\$1800

We are looking for a Superintendent of Schools to begin in September, salary \$1,800. Recommend some one to us whom you can fully endorse.
(Secretary in Northwest.)

\$1800

Give us the names of three or four men whom we can visit and see at work. Do not let them know of our want. Salary \$1,800.
(President of Board near Chicago.)

COMMERCIAL

\$1300

We expect to elect a teacher for stenography and typewriting. Preference will be given to those recommended by your Agency.
Supt. Schools in New York State.

PRINCIPAL

\$1400

Our principal has resigned. Can you recommend some one to fill his place? Salary \$1,400. Elect in June. Let us hear from you at your earliest convenience. Send recommendations to the president of the Board. The man you sent us last year has proven excellent. Do as well for us this time.
Supt. Schools, Ill.

SPECIALISTS

\$50 to \$1200

We expect to elect for the following positions in May: Principal of high school, Science teacher, English teacher, Latin, Mathematics, and Music. Send us the names of some of your best candidates.
Supt. Schools.

AMERICAN HISTORY

\$900

I am looking for a bright young lady of good scholarship to act as instructor in American history. She would start at \$900 a year. You understand our needs and no doubt you know of such a lady. Kindly put me in touch with her.
Supt. Schools.

PRINCIPAL HIGH SCHOOL

\$90

We need a principal for our high school. \$90 a month, and a second assistant for seventh and eighth grades, salary not yet determined. Can you supply our wants? You have done so well by me in the past I shall consult no other agency.
Chairman, Board, South.

ENGLISH

\$1200

Can you give me names of teachers you think suitable to take charge of our English in the high school at \$1,200 a year?
Principal near Chicago.

COMMERCIAL IN HIGH SCHOOL

\$70-\$80

I write to you, as I am seeking a teacher to take charge of our commercial work in the high school. Have your candidate apply to me at once.
Supt. Schools, Minn.

MANUAL TRAINING

\$1200

Can you supply a director and an instructor for our manual training department, \$1,200 a year and \$85 a month? Let us hear from you.
Supt. Schools, near Chicago.

LATIN AND HISTORY

\$75

There will be a change in our Latin position. We want a lady who can also teach history. Salary, \$75 a month. Have your applicants write me.
Principal High School, New Mexico.

LITERATURE AND HISTORY

\$70

Will you send me the name of a lady teacher to take charge of our Literature and History class, at \$70 a month? Date of election is not yet fixed.
Supt. Schools (Far West).

PRECEPTRESS

\$500 to \$750

We want a preceptress who teaches German and Latin, salary, \$500 to \$750. Also a lady to teach History and English, at \$500 to \$525. What can you do for us?
Secy. Board, N. Y.

PRINCIPAL HIGH SCHOOL

\$600

We wish a lady principal for our high school to teach English, salary, \$600. We expect to elect soon and are anxious to hear from your candidates.
Supt. Schools, Mich.

GRADES

\$65

We will need two women of experience to teach our primary and intermediate grades, salary, \$65 a month. Will you please have some of your good candidates apply?
Clerk Board (South).

HISTORY AND MATHEMATICS

\$65

We are in need of a teacher to begin in September as head of our History department, who can also handle mathematics. The salary will be \$65 a month, subject to increase. I ask you to pick the best you have for the money, as I rely upon your good judgment.
Supt. Schools, near Chicago.

GRADES

\$65 to \$85

We will have several vacancies in our schools for the coming year, principally in the grades, salaries, \$65 to \$85. Have your applicants write me at once.
Supt. Schools (Western Coast).

PRIMARY

\$65

Must have a primary teacher of special training and experience at \$65 a month. Let me hear from you.
Clerk Board (West).

GRADES

\$60

There will be several vacancies in the lower grades of our city schools, salaries, \$50 to \$60 per month. Am ready to entertain your applications. Address me at once.
Supt. Schools (South).

PRINCIPAL HIGH SCHOOL AND ASS'T

\$50

We want two ladies, one to act as principal of our high school and the other as assistant, salary, \$50 each. We will elect in May. Have your candidates apply to the president of the board.
Supt. Schools, Kas.

SEND FOR OUR CIRCULARS

THE BREWER TEACHERS' AGENCY THE AUDITORIUM CHICAGO

The Educational Outlook.

The plan of having high school pupils study under the supervision of their teachers is being tried in Lincoln, Neb. To accomplish this, recitation periods are twice the usual length, the second half being devoted to the preparation of the next day's work. To get all the periods in it has been necessary to make the sessions an hour longer than in the grades.

Superintendent Cooley, of Chicago, was elected president of the Chicago High and Normal School Association at its meeting on May 18. The attendance numbered about four hundred. Pres. Henry Churchill King, of Oberlin, delivered the principal address.

The Iowa State Board of Examiners has decided that certificates issued by the Board to graduates of colleges and normal schools in Iowa hereafter, under the Stookey law, shall bear the information as to the college from which the holder was a graduate. If he is from the University, his certificate will state the fact; and if he be from Iowa College at Grinnell, that fact will be found on the document.

Superintendent Gray, of Chicopee, Mass., has recently visited the manual training departments of schools in and around Boston. To comply with the law, a manual training department must be established in connection with the graded and high schools, and the authorities are anxious to provide the most efficient system they can with the available funds. That used in the Natick schools seems most satisfactory. Such a system would probably cost \$1,400 the first year.

G. F. Boyd, of Kosciusko, chairman of the library committee of the Mississippi Teachers' Association reports fifty-six counties in the State as having availed themselves of the new law passed at the last legislative session permitting State aid for free libraries. Mr. Boyd states that 300 school libraries have been established in Mississippi, and over 12,000 children are reading the books furnished by the system.

Twelve Philadelphia teachers who have passed the age of sixty and taught for twenty-five years were admitted as annuitants to the teachers' retirement fund of the Board of Education on May 21.

The trustees of the fund, three members of the Board, and two laymen, preserve the greatest secrecy regarding names of beneficiaries, who now number about fifty, tho the fund has been in existence little more than a year.

One of the highest educational positions in England open to women is head mistressship of the Montern Street Follington Park Girls' Higher Elementary School. Kate Stevens, of London, has received this appointment. Miss Stevens, it will be remembered, was to speak last year at the N. E. A. convention, which did not meet on account of the San Francisco disaster. She spent several months here studying American schools and systems.

Mrs. Thomas Nelson Page, wife of the well-known writer of Southern stories, has given the Thomas Orchestra Association, of Chicago, \$50,000.

The Governor of the State of Washington has honored Prin. W. E. Wilson, of the normal school at Ellensburg, by appointing him a member of the commission to revise the State's school laws. Mr. Wilson has been successful in a number of other ways. He has secured a \$75,000 appropriation for new buildings. By his efforts every teacher on his staff has secured an increase in salary, and his own has been increased by \$700.

State Supt. C. P. Cary, of Wisconsin, who has already done so much to awaken public interest in the schools and to call the attention of teachers to the possibilities of their positions, has just issued a most attractive booklet, "The School Beautiful." Maud Barnett, State Library Clerk, is the author. It is most attractive in form, and contains a number of good illustrations, plans of school grounds, etc. The suggestions are practical and simple, and if followed would mean more attractive and more comfortable schools.

Charles H. Morse and Charles H. Winslow, both of the Massachusetts Industrial Commission, sailed for Europe on May 30. They will study the industrial schools of Germany, France, and England during the summer.

Louisville, Ky., has been greatly disturbed by alleged attempts to secure money in exchange for an appointment to a principalship. The Board of Education's committee on grievances intends to make a thoro investigation of the matter.

Reno, Nevada, is about to receive \$102,000 from the sale of school district bonds. The question of the proper spending of this very considerable amount of money is causing a good deal of discussion. As Reno is a town in which distances are a factor, the suggestion that three or four buildings be erected instead of using the entire amount for one large building seems most wise.

It is reported that Pres. Benjamin Ide Wheeler, of California's State University, has received an offer of \$15,000 to go to Boston as president of the Massachusetts Institute of Technology.

Two recent events, which indicate that appreciation of teachers need not be confined to the offering of resolutions are the presentation of a \$1,000 purse to Isabelle Horne, of the Bridgewater, Mass., Normal, by her former pupils, and a similar presentation to Miss Sarah Fox, of Somerville, of \$800.

At a recent meeting of the teachers of Milwaukee County, over which Jesse F. Cory will preside as county superintendent, he was presented with a gold watch. M. A. Torphy, in his speech of presentation said:

"Mr. Cory, I have a message to convey to you at this the last of your public meetings, from the teachers of Milwaukee County. They wish me to express to you their esteem and friendship, which you well merited and which you still hold.

"You possess in a remarkable degree those qualities of heart and mind so rare in the make-up of superintendents, which enabled you to supervise without doing damage to the schools, to help by suggesting a change without wounding the feelings of the teacher."

Admission to Normal Schools.

The Massachusetts Board of Education has changed the entrance requirements of the State's normal schools.

Candidates for admission who have certificates from high schools which are approved by the New England College Entrance Examination Board may be admitted to any of the State normal schools without examination in any subject required for admission if they can show a standing of eighty per cent., as certified by the principal of the school.

Candidates who are graduates of high schools that are not in the college certificate list may be admitted in case the courses of study of those schools are ap-

proved by the State Board of Education. High schools desiring their approval must communicate with the secretary of the State Board of Education. College graduates may be admitted without examination and any such applicant, after completing the one-year course requiring at least twenty recitation periods per week and including advanced pedagogy and the prescribed work of the senior year, may receive the diploma of the school.

Inadequate Protection from Fire.

The number of recent fires in college buildings has led to an investigation of the condition of dormitories in this respect. *Insurance Engineering* states that out of 647 dormitory buildings reported, 142 are of frame construction, fifteen being three stories, or more in height. One hundred and fifty-eight colleges report that their dormitories have fire-escapes of one pattern or another, while 111 do not have fire-escapes of any kind.

There is but one stairway in each of the dormitories in 123 colleges, and only 33 have fireproof stairs; 84 institutions report that they have no fire hydrants on the grounds, and 74 report no fire protection in the buildings; 108 colleges do not employ watchmen; 80 colleges say they adopted no special fire precautions; 29 report fire drills; 14 maintain private fire brigades.

Psychologists Meet.

Psychology teachers of Wisconsin, Illinois, and Michigan, representing twenty-five normal schools and colleges in the three States, met in Milwaukee in annual conference, on May 10 and 11.

The first session considered the place of genetic and functional psychology in the curriculum. At the afternoon meeting papers were read by Prof. W. C. Gore, University of Chicago, "Essentials of an Elementary Course in Psychology for Teachers"; Prof. J. H. Farley, Lawrence University, "Difficulties in the Teaching of Psychology"; Prof. W. D. Scott, Northwestern University, "Making Psychology a Vital Subject."

In the evening Professor Jastrow spoke on "Psychology: Clinical and Academic."

The speakers and their subjects at the Saturday morning meeting were as follows:

Professor Harvey, State Normal College, "A Physiological Interpretation of Feeling"; Prof. John T. McManis, Western Michigan Normal School, "Esthetic Factors in Education"; Prof. Irving King, University of Michigan, "Suggestions Toward a Course in Real Educational Psychology"; Prof. J. R. Angell, University of Chicago, "Some Advantages of a Biological Point of View in Educational Psychology."

University Correspondence Courses.

The *Evening Wisconsin*, of Milwaukee, thus describes the efforts of the State University to broaden its influence by the introduction of correspondence courses.

The University of Wisconsin embarked upon an enterprise destined to bring it into very close touch with the people of the State when it established its correspondence courses. The short course in agriculture is brilliant with practical results, but even what the University has accomplished by its short course in agriculture will be eclipsed by what it will achieve for the benefit of the people at large if it continues to carry on the correspondence courses in the spirit in which it has begun.

The number of correspondence courses

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Describes in simple, direct language the practical working of the municipality, and discusses in an impartial spirit the various problems connected with civic betterment.

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By JOHN E. RUSSELL, M.A., Mark Hopkins Professor of Intellectual and Moral Philosophy in Williams College. 12mo, Cloth, 250 pages. 75 cents net.

This volume meets the demand for a modern exposition of the essentials of logic, adapted to the mental development of young pupils. It is a simple and compact presentation of the principles of correct thinking.

Principles of Oral English

By Professor ERASTUS PALMER, of the College of the City of New York, and L. WALTER SAMMIS. Cloth, 12mo, xii+222 pages. 60 cents net.

The subject of this work may be summed up as the philosophy of inflection. It shows the student how to get the thought and to understand the emotion, and then how to express both thought and emotion vocally.

An Outline History of the English Language

By OLIVER FARRAR EMERSON, Ph.D., Professor of Rhetoric and English Philology in Western Reserve University. 12mo, Cloth, 208 pages. 80 cents net.

This book chronicles the general facts of our language development, the special influence of different periods, and the more important changes in the forms of words.

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By CRAVEN LAYCOCK, Assistant Professor of Oratory in Dartmouth College, and A. KEITH SPOFFORD, Instructor in English in Hartford (Vt.) High School. 12mo, Cloth, xviii+161 pages. 50 cents net.

This manual presents in a clear and simple way the elements of debate to that class of students who are not sufficiently advanced to use the more difficult text-books on the subject.

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so far established is upward of one hundred and sixty. Many of them deal with technical education in a way that promises to more than make up to the boy who must work for a living the opportunity which was taken from him by the abandonment of the apprentice system. Many a boy ambitious to learn a mechanical trade is taking a correspondence course at the University with the certainty that he can advance himself in the line of his ambition, becoming a master of the principles underlying his work as well as an adept in their practical application.

For those desiring subsequently to enter the University the credits earned in completing a correspondence course count half toward securing a university degree. It is no wonder that the opportunity offered by the correspondence

courses is enlisting the interest of earnest young men and women thruout the State.

There is no reason why a university owned by the people of a State should be held back from serving them in any way possible by the lack of academic precedent. If it serves, it needs no further justification.

School Union.

At a town meeting at Narragansett Pier, R. I., on May 20, it was voted to form a union with South Kingstown in school matters. The plan provides for a permanent superintendent, half of whose salary would be paid by the State. When asked his opinion of the matter, State Superintendent Ranger said:

"Narragansett and South Kingstown

are well situated to adopt such a course, and to my mind the plan would not only be most advantageous to both towns, but provide a most novel scheme, in that it will combine two towns on such a most important part of the administration of the town. There is much good in the plan, and with the State law allowing for the expenditure of \$750 for just such purposes as putting an experienced superintendent in charge of the schools that amount of course would be available to assist the two towns."

Jersey Joke.

"Why do you call that the Roosevelt punch?"

"Because it has such a big stick in it."

—*Princeton Tiger.*

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A special train of the highest grade Pullman sleeping cars and dining car will leave New York July 5, running via Chicago, St. Paul, and the Northern Pacific Railway.

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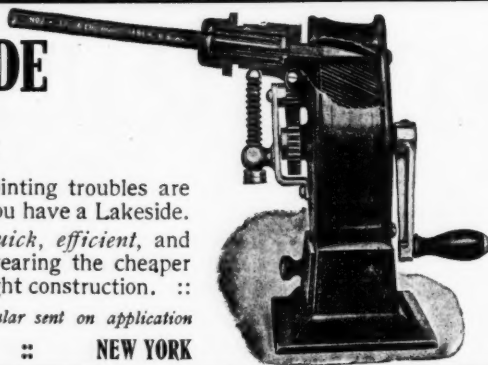
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Recent Deaths.

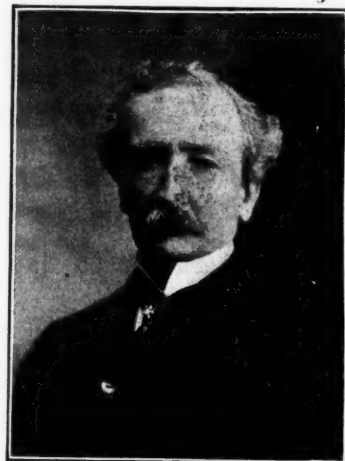
The death of Mary Clark Taylor has robbed Denver of one of its most promising teachers. Miss Taylor was graduated in 1902 from the University of Denver, and later took her Master's Degree. Her success as a teacher was marked, and she had already attracted considerable attention by her work in astronomy. Miss Taylor was taken ill with typhoid fever in August, 1906, and never fully recovered.

Mrs. Ella Farman Pratt died at Warner, N. H., on May 22. Mrs. Pratt's work as a writer for young people was well known thruout the country. She was for several years editor of *Wide-Awake*, and later of *Little Folks*. Mrs. Pratt was sixty-four years at the time of her death.

Dr. Guy Davenport Lombard, of the Medical Faculty of Cornell University, died on May 22, after a short illness. Dr. Lombard was born at Northampton, Mass., in 1872.

Dr. Lombard was graduated from the medical department of New York University in 1896. He served on the staff of Bellevue Hospital for two years, and then started in private practice. In 1898 he became instructor in histology at the Cornell Medical School.

To many a man forty years is a lifetime. After such a service most men expect to retire from business. Not so with John A. Walker. Mr. Walker has been with the Dixon Crucible Company for two score years and is now its vice-president and general manager. As he stepped into his office on April 19 he realized that it was on the same day forty years before that he had first started to work for the firm. Mr. Walker had a few reminiscences to tell his associates. Not many however, for "John A.," as he is affectionately called, is a man of the present. He is no politician but has taken a keen interest in the progress of Jersey City.



Both as a member of the Board of Education and in connection with the Free Public Library he has served his city well. Mr. Walker may have a grey hair or two but aside from that his long and distinguished career as business man and public minded citizen has left few traces.

The above notice of the anniversary of Mr. Walker's connection with the Dixon Crucible Company, had been prepared for the present issue of *THE SCHOOL JOURNAL* when the announcement of his death came. His death was sudden, following a brief sickness, on May 23. Mr. Walker was sick little more than a day, and his death was the result of a complication of diseases aggravated by overwork.

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Mr. Carl J. Kroh, Professor of the Teaching of Physical Training in the College of Education of the University of Chicago, will be President of the Normal College. Courses are open only to high school graduates who are physically sound and well-formed. Courses lead to certification, title, and degrees, as follows: One-year course, certificate of teacher of physical training for elementary schools; two-year course, title of Graduate in Gymnastics (G. G.); four-year course, degree of Bachelor of Science in Gymnastics (B. S. G.); graduate courses, degree of Master of Science in Gymnastics (M. S. G.). College year begins Sept. 19. For illustrated catalog for 1907-1908, address

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On May 17 Gustave Jacob Stoeckel, the first head of the department of music at Yale University, died at his home in Norfolk, Conn.

Professor Stoeckel was born in Maimkammer, Germany, in 1819. He was graduated from Kaiserslautern, Bavaria, and some years later, in 1847, after working in Germany as a teacher and organist, he came to America, and soon went to Yale as instructor of music at the University and organist in College Chapel. In 1890 he became Battell professor and first head of the department of music, serving in that capacity for six years.

Albert Harkness.

Albert Harkness, professor emeritus of languages at Brown University, died at his home in Providence on May 27. The death of Dr. Harkness removes one of America's best-known scholars in the field of philology and classical languages. He was the founder of the American Philological Association, and one of the organizers of the American School of Classical Studies, at Athens. He was also widely known as an author and editor, having published a large number of Latin text-books. He was a member of the Rhode Island Historical Society—its president since 1903—and a member of the Board of Fellows of Brown University.

Professor Harkness, who was born in Mendon, Mass., in 1822, was a graduate of Brown University, of the class of 1842. Soon after his graduation he became a teacher in the Providence High School, and was senior master from 1845 to 1853. The two following years were spent abroad in travel and at the Universities of Berlin, Bonn, and Göttingen. The degree of Ph.D. was conferred upon him by Bonn, in 1845, and in 1869 he received the LL.D. from Brown.

Help that is Needed.

The treatment of pulmonary tuberculosis in such resorts as Saranac Lake generally requires a long residence. The healthful air frequently checks the progress of the disease in a short time, but the patient is not cured. He is told to stay for six months or longer. To return to city life and regular employment frequently means a fresh outbreak of the trouble. To stay on after he has been discharged from the institutions intended for incipient cases is often impossible for financial reasons. The town is already full of such people, and every chance for employment has already been filled. There is nothing left to do but to return to conditions which brought on the disease in the first place. The result usually, if not fatal, is at least another breakdown more serious than the first.

To make possible the few additional months so necessary in many cases, the Saranac Lake Industrial Settlement has been formed. Light employment along the lines of intensive gardening of vegetables and flowers, raising poultry, and other industrial work, carried on out of doors, are to be undertaken. A ready market is assured for all products. Such practical training in agriculture and handicrafts will make permanent means of support possible to many whose strength will not stand the strain of close confinement. There will also be comfortable lodging and wholesome board provided at very moderate cost, for a limited number, in the Superintendent's house.

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Mrs. William E. D. Scott is the superintendent, and Dr. J. L. Nichols is the treasurer. It is to be hoped that sufficient contributions will be received to make the work permanent.

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In and About New York City.

The New York Board of Education has re-elected Associate Supt. Thomas S. O'Brien and District Superintendents Julia Richman and Alfred T. Schauffler.

An informal reception for the retiring and incoming headmasters was held at the Berkeley School last week. Edward C. Durfee is the retiring headmaster. He is to be succeeded by Dr. Adolph W. Callisen. The Callisen School, of which Dr. Callisen was the founder and headmaster, has been taken over by the Berkeley School.

All the present officers of the New York City Teachers' Association are to serve another year. The only place to be filled is that of treasurer, held by the late Miss Buckelew. The officers are: President, Magnus Gross; vice-president, Miss Rogers; financial secretary, Miss Regan; librarian, J. J. Sheppard.

An exhibition of manual training work and folk dances, by the Girls' Athletic League, were the features of the parents' meeting at Public School No. 190, on May 23.

Edward G. Marquard led the Public School Choral League, of the Nineteenth District, at its recent concert. Mr. Marquard's able leadership, and the interest and enthusiasm of the singers, produced splendid results. Why do we not have more of these leagues? They are a pleasure and profit to every one connected with them.

The Alumnae of Public Schools 25 and 63, Manhattan, are discussing plans for conducting a farm to which sick girls may be sent. An earnest appeal has been made to the members to do all in

their power for the farm to which tired-out girls are to be sent. This alumnae society is the oldest in the city.

Lyman A. Best, president of the Brooklyn Teachers Association, was unanimously re-elected to the Board of Retirement. Under the law the teachers in each of the forty-six school districts each year elect one of their number as a representative, and these representatives meet and choose a representative of the teachers for the Board of Retirement.

Mr. Best has acted as secretary of the Board.

Miss M. Louise Hutchinson, director of sewing in Brooklyn, conducted an unusually interesting demonstration at the Brooklyn Institute on May 23. Sewing, card, and rafia work were included.

Classes at work, the sort of things they do, how they do it, the many and varied practical uses made of it, how these interests are related to other school activities were shown.

The Graduate Club of the Normal College held its annual reunion and luncheon at the Gramotan Inn, on May 25. The tables were decorated with apple blossoms, and the only regret of those present was that a larger number were not there to enjoy it all.

Hon. Leslie M. Shaw, former secretary of the treasury, delivered an address to the graduates of the Packard Commercial School at their commencement on May 21, at Carnegie Hall.

The following program of a parents' meeting, recently held at Public School

No. 31, Brooklyn, will give an idea of how pleasant such occasions may be made.

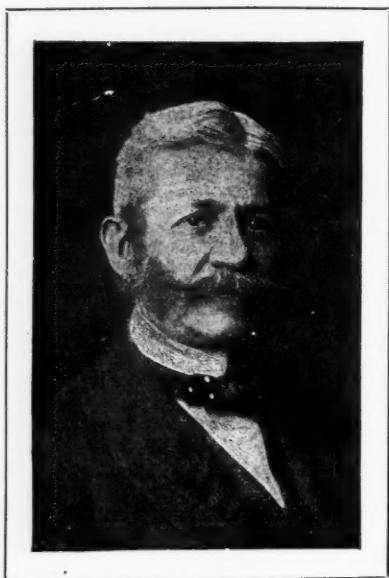
Song, "The April Child," third year pupils; song, "A Dream of Spring Time," Frances Nosky and Edward Smith; song, "The Sea Shell," third year pupils; Folk Dance, girls of 3A, Clara Winkel, Mariam Imbornone, Henrietta Luhrs, Mabel Zorn, Alice Dewey, Clara Bindewalde, Rose Bernstein, Genevieve Tierney, Sophie Nagel, Mary Szuminski; song, "The Valley is Going to Sleep," third year pupils; address, District Superintendent C. W. Lyons; song, "America," third year pupils.

At the recent convention of the Mothers' Clubs of the borough of Queens, twenty-two clubs were represented by delegates. Miss Lyles, president of the Association, presided.

The New York Fire Department recently did most effective service in behalf of the Remington Typewriter Company. The company was not slow to recognize this, and a few days ago Fire Commissioner Lantry received a letter of acknowledgment enclosing a check for \$1,000, payable to the New York Fire Department Relief Fund.

New Courses.

The Board of Education has decided to organize a commercial course for girls in the present building of the Eastern District High School, Brooklyn, when the new building is ready for occupancy. The Board of Superintendents has submitted an industrial course of study for Stuyvesant High School. It has been referred to the committee on high schools.



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Dr. Mickleborough's Successor.

The question as to who is to succeed Dr. Mickleborough has been settled.

Dr. James Sullivan, first assistant in history at the High School of Commerce has been chosen.

Dr. Sullivan is now in his thirty-fifth year, and has been a teacher in the high schools of this city since 1899. He graduated from Harvard in 1894, and was awarded a fellowship on which he pursued studies in the University of Paris and in the University of Berlin. He remained abroad for three years. He received his doctor's degree from Harvard University in 1898.

Dr. Sullivan was a teacher in a private school in Boston for two years, instructor in history and government in Harvard University, a teacher of history and civics in the DeWitt Clinton High School, Manhattan, and has been in the High School of Commerce since its organization. During the year 1902-1903, he had charge of the annex of this latter school. In 1905 Dr. Sullivan was appointed lecturer in Columbia University on the teaching of history and civics and in the following year was made an examiner of the College Entrance Examination Board.

Promotion.

More than a year ago the New York City Teachers' Association appointed a committee to consider the question of promotion.

Should the basis of the promotion of teachers be the actual work in the classroom or competitive examination? If the latter, how much credit should be given for meritorious service? These were the principal points to be decided. After a long and careful investigation the committee embodied the results of its labors in a report which was printed and distributed to the members. On May 21 the Association took up the discussion of the report, which follows, and finally adopted it by a two to one vote.

1. That all cities should maintain a carefully devised promotional system for teachers.

2. That an examining body of one or more persons be held responsible for the efficient conduct of the system, and that the members of this body be educators selected from teachers of the widest experience, of the greatest breadth of judgment, and of the fullest respect in the community.

3. That entrance examinations be made distinct from promotional examinations, in extent, character, and application.

4. That ability to teach be made the determining factor in all promotional examinations.

5. That a teacher's excellence be determined largely by his record, which record should be complete enough to serve as a reliable basis for his promotion.

6. That a salary increment follow all promotional advances, and that salary increments be continued long enough to secure to the system the life service of its best teachers.

7. That promotional written examinations be limited to a maximum of twenty-five per cent. of the total means of determining the fitness of teachers for promotion, and that these written tests be given specifically to discover ability in the special requirements of the higher position.

8. That the grade of class taught be not considered as an element of promotion unless the teaching of that grade comprehends new and different qualities and duties from those of other grades.

9. That full information of all promotion requirements and conditions of any system be made public.

10. That proper means of appeal from the finding of any promoting power be provided.

Normal College Changes.

At the recent meeting of the trustees of the Normal College of New York City, Lewis D. Hill, of Harvard, was appointed professor of chemistry and physics, at \$4,750 a year, to succeed Acting-president Gillet.

Changes were made in the course of study in the third and fourth years of the high school and in the first year of the college course, and a seat in the faculty was given to Isabelle Parsels, superintendent of the training department.

It was decided to reopen the college after the summer recess on September 9, and to hold the examinations on September 4, 5, and 6. The transfer of Florentine Artmann from the high school department to the college was approved, as were the appointments of Frida von Unwerth as head of the German department in the high school, and of Jeanne Elliott as confidential clerk to the faculty.

Against Union.

The Association of Women Principals has expressed unanimous opposition to a union of the city's colleges, in the following resolutions:

Whereas, we are opposed to the consolidation of schools, because we believe that the powers of the individual pupil are best developed in the small school, and

Whereas, we feel that girls and women obtain a better education in separate institutions than in those co-ordinated with similar schools for boys or men, and

Whereas, many of the officers and members of this association are graduates of the Normal College, therefore

Resolved, That we desire to record ourselves as opposed to the consolidation of the Normal College with the College of the City of New York.

In Interest of Equal Pay.

A mass meeting in the interest of the "equal pay" bill was held at the Morris High School, Bronx, on May 22.

Mrs. N. Curtis Lenihen, President of the Interborough Association of Women Teachers, District Supt. Grace C. Strachan, chairman of the executive committee, Mrs. Anne Moriarty, Ellen T. O'Brien, ex-Assemblyman Samuel Prince, of the Federated Union, and others, explained the more important features of the measure, and urged those present to use every effort to secure the approval of the Governor for the bill.

Nearly a thousand were present at the meeting.

Commercial High Dedicated.

The formal dedication of the Commercial High School, Albany Avenue and Dean Street, Brooklyn, occurred on May 21.

Dr. Goodwin, second assistant State commissioner of education, delivered the dedicatory address and addresses were also delivered by President Winthrop, of the Board of Education, Controller Metz, Chairman R. Adams, of the building committee, and Chairman Randolph Guggenheimer of the committee on high schools.

"At times," said Mr. Guggenheimer, "the goal of prosperity seems to be most quickly attained by sordid motives in business, but we must not lose sight of the fact that the mere acquisition of money is not the real criterion of a man's success."

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Sleep does not refresh.

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Retiring Principal Dined.

On May 16 the teachers and former pupils of Public School No. 11, Brooklyn, dined the retiring principal, Le Roy F. Lewis. Mr. Lewis has been principal for forty years, and the bands of attachment to his school and his associates and old scholars are very strong.

As he entered the hall in which the dinner was served, the entire company, numbering nearly two hundred, rose and sang "Auld Lang Syne." Mr. Lewis was deeply moved. Mr. Charles K. Miller acted as toastmaster and presented him with a pair of handsome field glasses.

City of Parents' Meetings.

Brooklyn might be called the city of parents' meetings. Hardly a week passes that there are not two or three fine meetings of parents and teachers at one or other of the schools. On May 16 over 350 mothers spent an enjoyable afternoon in Public School 54, Brooklyn. An interesting address was made by several school officials on the importance of unity and harmony between the school and the home. In addition, Mrs. Polhemus gave a very interesting talk on the pleasant reminiscence of childhood. Dr. Fraser spoke on the treatment of children at times of contagious disease, and Miss Tweedale, a trained nurse, explained the unity between a sound mind and a sound body.

Fifteen pupils of grade 2A represented the various characters found in Mother Goose rhymes, and several teachers of the school rendered vocal selections.

On Dr. Mickleborough's Retirement.

At the recent meeting of the Board of Education, Mr. Guggenheimer, on behalf of the committee on high and training schools, presented the following minute: "The Board of Education records with regret the passing from the public school system of the City of New York, thru voluntary retirement, of Dr. John Mickleborough, for twelve years the principal of the Boys' High School in the Borough of Brooklyn. Of forty-two years devoted to the work of teaching and supervision in public schools, Dr. Mickleborough has spent twenty-two in that borough, formerly a city. Coming from a well-rounded service of twenty years in the City of Cincinnati, which he left as principal of the Normal School, he brought to his work in Brooklyn a valuable equipment in ability and training. After a brief service as a teacher in the Central Grammar School he was appointed principal of an elementary school in 1885, and ten years later was chosen principal of the Boys' High School.

"In the last mentioned post he has given to this community the best fruits of his culture and experience, and he may take with him into his well-earned retirement the cheering consciousness that he has aided materially in lifting the level of scholarship in our secondary schools, and that he leaves the institution from the direction of which he now withdraws in the front rank among the high schools of the country."

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The Old School Bell.

A Poem for Commencement.

By JOHN L. SHROY, Philadelphia.

No longer rings, for us, the bell
And here and now we cannot tell
If this strange feeling at our heart
Is joy or sorrow—tear-drops start;
But tears are sometimes shed in gladness
So who will say that this is sadness!

For years, each day, that old bell spoke
To each of us; its every stroke
Called in a tone we must obey.
"Come-out-to-school," it seemed to say
Its sound was musical and clear
When study had been hard, sincere;
But harsh and muffled was its tone,
Each raucous note was like a groan
When out the street we slowly fared
With every lesson unprepared.

At noon it sang a song of cheer,
And told that dinner time was near.
At eventide it said "Re-lease
The-weary-one," then "Go-in-peace."
In summer, winter, spring, and fall,
Obedient to its urgent call,
Thru heat that almost burned us black,
Thru rain that drained the zodiac,
Thru snow that drifted shoulder high,
Thru cold that made the North Wind
sigh,—

Thru all we went until to-day
With hearts and faces light and gay,
And, happy, failed to comprehend
That these glad days would ever end.

Good-by, Old Bell. Your mission blest
Has called on us to do our best.
We've tried, and in the trying gained
The present place that we've attained.
You'll still ring on, and in their day,
Class after class will think and say,
"You're our Old Bell"; but in our hearts
As each new year arrives, departs,
We'll think you never rang so well
As when you were our OWN Old Bell.

School Children and the Peace Movement.

None of the many meetings held during the conference was more interesting and possibly more pregnant with future usefulness than the great gathering of school children which assembled in Carnegie Hall under the presidency of Superintendent Maxwell, of New York. It is to the youth of America, rather than to the old and middle-aged men who dominated this conference that we must look for any generous or original initiative in the task of bringing the more advanced ideas of practical progress toward international brotherhood before the attention of the other nations of the world. The youth of the universities of the world form a constituency which has not yet been internationalized. No field offers a more promising harvest. Peace has hitherto been regarded as little more than the mere regulation of war. Negatives are never popular, especially with youth. When peace is prosecuted with the skill of a campaign and the enthusiasm of a crusade, the young men and women of the world will throw themselves into the movement with the energy and the élan of youth. There is much to be done in this direction, and the task from which this peace conference has shrunk may yet be carried to victory by younger and more vigorous hands. —From "The National Arbitration and Peace Congress in New York," by W. T. Stead, in the *American Monthly Review of Reviews* for May.

W. R. Whitehead, M. D., of Denver, Col., tells us that he used antikamnia tablets for years, and with the most satisfactory results, in cases of neuralgic headache, associated or not with disordered menstruation. He prescribes two tablets every two or three hours for adults.—*The Chicago Medical Clinic*.

Schoolroom Floors Without Dust

Such a menace to the health of scholars is the dust which arises from schoolroom floors that the abatement of the dust evil in schoolrooms is just as essential as proper ventilation. The activity of scholars keeps the dust in constant motion. To overcome this contamination of the atmosphere the floor should be treated with

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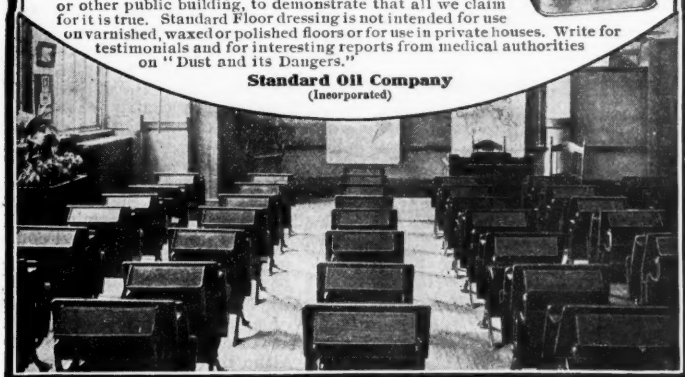
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New Apprenticeship System.

An English firm at Lincoln, engaged extensively in the manufacture of agricultural and other machinery has introduced a variation of the apprenticeship system which is attracting wide attention and favorable comment, according to United States Consul Mahin.

The rule in that country is to bind a boy for seven years, from the age of fourteen to twenty-one, during which period he leads a narrow, treadmill life. The Lincoln firm, however, takes apprentices at any age between fifteen and twenty-two—one inducement to this change being the expectation that boys of sixteen to eighteen will have had a good school education and will therefore be better fitted than a boy at fourteen to master the trade. To encourage boys at sixteen to eighteen years to become apprentices the same wages will be paid them as if they had begun at fifteen.

But the most important part of the Lincoln firm's new apprenticeship system is to give all deserving apprentices a varied shop experience, and to supplement the shop work with courses of instruction bearing directly thereon. By combining mental training with shop work it is believed that more intelligent workmen will be evolved than under the old system.

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Soothes Eye Pain. An Eye Food.

Truants' Paradise.

A town in America without a school, house of any kind! There is one, says the *New York Globe*. It is Fort Payne, Ala. Altho there are two hundred children of school age there, "the sound of the school bell is not heard." The reason is that the town lost its building by fire several years ago and is unable to build one. Its total revenue received from direct taxation is less than \$1,500, and its revenue from all sources is less than \$2,500, all of which is spent for streets, police protection, and other expenses of government.

As the town is collecting taxes up to its constitutional limit, some other method of raising funds than by taxation has been found necessary. A number of merchants in the town have, therefore, issued an appeal for financial aid in building such a school-house for the 200 pupils now deprived of school advantages. They have raised among themselves \$2,750, besides a donation of the site for the building. At least \$5,000 is required.

In their appeal the merchants write: "Of whatever donation you will make us advise Charles M. T. Sawyer, of this town, who will place your name on the subscription list, to be called for when a contract for the building has been awarded, and the contractor bonded."

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